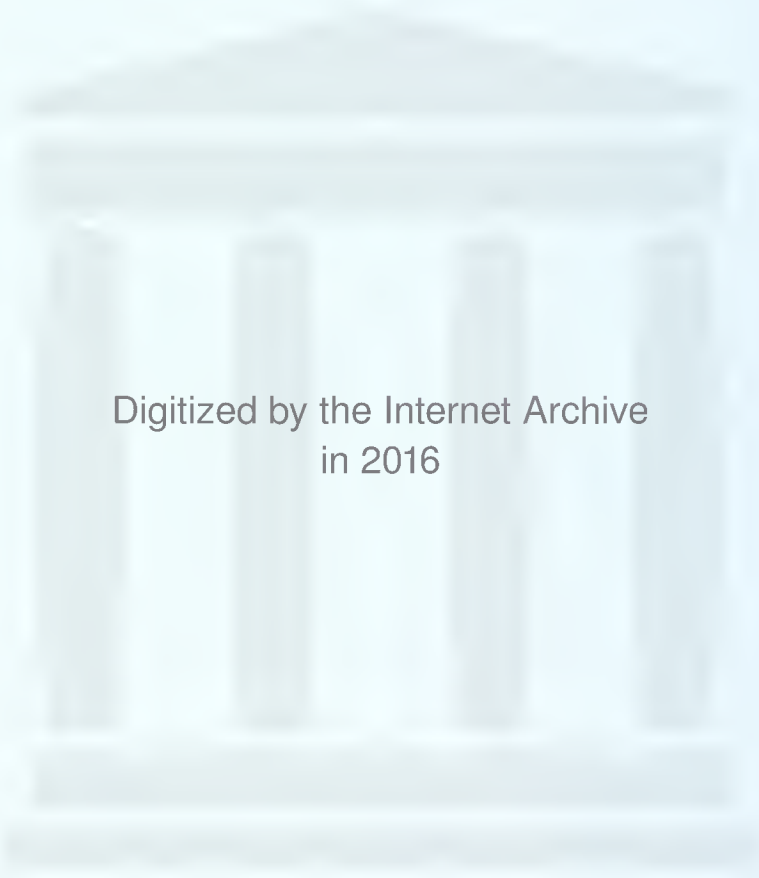


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BUSINESS EDUCATION MANUAL

BULLETIN 271

1949

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG



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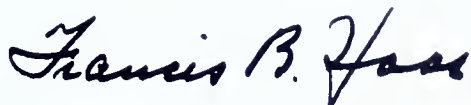
Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG

FOREWORD

IN VIEW of the basic importance of objectives in education and in life, it is believed that school administrators, business teachers, and employers should give new consideration to the offerings of the secondary school in business education. Constant study of the business education sequences is necessary to meet the varied demands of business.

This publication has been prepared to guide business teachers and school administrators in improving the program of business education in the secondary schools of the Commonwealth of Pennsylvania. Suggestions on basic principles, practices, problems, techniques, and standards of business education are made in the hope that they will serve to raise the general level of achievement in vocational and general business competency. Regardless of the size of the secondary school, courses of study in business education need to be functional—that is, fit the needs of pupils to be served.

This bulletin was prepared under the general direction of Paul L. Cressman, Director of the Bureau of Instruction, and John R. Haubert, Chief, Commercial Education. It was edited by Rachel S. Turner, Editor for the Department.

A handwritten signature in black ink, reading "Francis B. Haas". The script is cursive and fluid, with the first letters of the first and last names being capitalized and prominent.

Superintendent of Public Instruction

May 1949

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Valuable contributions and pictures were received from hundreds of teachers and schools. Sincere appreciation is expressed for this cooperation and help by many members of the Pennsylvania Business Educators' Association.

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BUSINESS EDUCATION

THE LONG-RANGE PLAN

THIS is the first of a series of bulletins in the state-wide revision of the business education curriculums. It is a tentative program designed to stimulate study and discussion, to promote immediate experimental application of business education in the local secondary schools, and to serve as a guiding framework within which production committees may work to develop material and courses of study for the stenographic, bookkeeping, clerical, and retailing sequences.

The plans are to be tried out in the small and the large secondary schools of Pennsylvania for evaluation and recommendations as to good practices in business education. You are urged to participate by sending suggestions resulting from your experience with the Manual to the Chief of Commercial Education, Department of Public Instruction.

It is hoped that teacher training institutions, graduate schools in business education, and professional meetings of teachers will consider the principles and techniques as a basis for improving business education. After sufficient research and local participation of business teachers, revised bulletins and courses of study will be developed within a period of several years for the major areas of specialization in this field.

CHAPTER I

THE PHILOSOPHIES AND OBJECTIVES OF BUSINESS EDUCATION

THREE KINDS OF PHILOSOPHY IN AMERICAN EDUCATION

WILLIAM JAMES relates that one time while he was seeking lodgings, a landlady, who was wise through years of experience, asked, "What is your philosophy of life?"

Startled, he replied, "Madam, how can my philosophy of life concern you? I want to rent a room and I have the money to pay the rent."

The landlady said firmly, "You may have the money, but whether or not you pay me will depend upon your philosophy."

Philosophy is a practical thing. All individuals have some guiding principles which govern their reactions. In American education today, three brands of philosophy are apparent. All of them affect business education. They raise such questions as: Will it work? Can you justify it? Is it good? Without going into a discussion of pragmatism, idealism, realism, it is advisable to consider these three questions in order to see how the answers to them have affected the development of business education and will alter the way to better business education in the future.

For purposes of this discussion, a comprehensive philosophy of business education is stated in terms of vocational, economic-managerial, and social objectives.

THE THREE OBJECTIVES IN BUSINESS EDUCATION WITH THE SCHOOL SETTING AND TEACHING EMPHASIS

OBJECTIVE	SCHOOL SETTING Wherein Objective Originated	TEACHING EMPHASIS
1. Vocational	Private business school operated for profit	Skills of handwriting, rapid calculation, bookkeeping, and later shorthand and typewriting
2. Economic or Managerial	Business department of the public secondary school	Knowledges related to business, drawn from the fields of English, law, geography, arithmetic, economics, salesmanship, etc.
3. Social	Recommended inclusion of courses in all junior and senior high schools	Personal use consumer and citizenship values in typewriting, record-keeping, law, consumer economics, buymanship, money phases of consumer education, etc.

Some schools still have only the first objective, some have progressed to the second, but only a minority of the schools have adopted the third, or social, objective, with its corresponding school setting. It is not so much a question as to whether a school has progressed beyond the first objective or not, but what kind of job has been done in training business employes. If students capable of achieving business skills are to concentrate on vocational competency, then time may preclude the possibility or desirability of developing knowledges and attitudes. Such competency in vocational skills gives a practical answer to the pragmatist who asks, "Will it work?"

But the second question, "Can you justify it?" is always present in that it is necessary to answer, prove, or justify business education for the number of students who take business subjects, but who do not necessarily find a place in business as employes. If not, do they use business knowledge in their own business in an economic or managerial capacity? By "economic" is meant the management of land, labor, capital, insurance, taxation, and the other factors of production or distribution which are used to produce a profit.

The third question, "Is it good?" may be answered in the affirmative if the type of education offered to all students develops wholesome consumer attitudes, character traits, and appreciations. Then, if the things learned and practiced are used to harm rather than help in the business in which a person is employed, and the individual takes from society at large more than he gives in return, the idealist would say, "No matter how well it works, or how easily it can be proved or justified, if it is not good in the long run, it cannot prevail."

THREE OBJECTIVES WITH TECHNIQUES AND EXPECTED OUTCOMES

OBJECTIVES	TYPICAL TEACHING TECHNIQUES	EXPECTED OUTCOMES
1. Vocational <i>Training employes</i>	Drill lessons	Wages or salaries
2. Economic <i>Preparing managers or employers</i>	Discussions, lectures and associations of ideas and problems	Profits
3. Social <i>Educating citizens in a democracy</i>	Activities and experiences involving projects, visual aids, school journeys, and community contacts	Improvement of human welfare through wholesome attitudes, traits, and appreciations



IN-SCHOOL SWITCHBOARD TRAINING

The private business school, operating for profit, *trains* those who wish to attain a workable degree of skill in shorthand, typewriting, and bookkeeping in order that they may earn salaries as employes in business. When the private business school, as an institution, was found to be an effective instrument for shortening the period of apprenticeship in business, the question of providing similar training at the taxpayer's expense in public secondary schools arose.

The business department of the public secondary school, having a longer period in which to *prepare* students for business, added such subjects as English, geography, and mathematics to the skill subjects. Thus, business English, economic geography, business mathematics, and business law were added as the background subjects. These subjects were offered as electives to many students not in the business department; and the employer-managerial background point of view had its genesis.

With the advent of the democratic influence of the junior high school, came the educational philosophy—to learn to do better those desirable things that of necessity must be done anyway. The secondary schools discovered the need to *educate* all their students as consumers in business. The generalizing or socializing of orthodox economics, business organization, and law, as well as bookkeeping, had its origin in the fact that producers and consumers, or employers and employes, in groups, do not act in the same way that they act as individuals. These generalizations, along with the effort to adapt the so-called skill subjects—shorthand and typewriting—to personal use, constitute the social phase of business education and mark a present situation in our thinking.

The economic or managerial problem is realistic to the extent that profits are a proof of the efficiency of management, either in managing others in a large corporation or in managing one's own small business. The manager may or may not be an owner or part-owner of a concern, but his success or failure depends on profits, for high profits and good dividends mean increases in his own salary if he is not the sole owner of the venture.

The social outcomes are good if attitudes, character traits, and appreciations of the problems of producers and consumers are developed to the end that there are better producer-consumer relations, better capital-labor relations, better understanding of such social problems as unemployment, provisions for old age, insurance against loss from sickness or physical incapacity.

Too long business education has been concerned with trying to supplant one of these outcomes with the other so as to arrange them in a preferential order of value. It is not a question of the most important objective or of supplanting any one of these three outcomes if they are necessary for some people, but the problem is to have these outcomes supplementing one another so that business education can make its maximum contribution to general education, vocational education, and pre-vocational education (if work experience or cooperative programs are not a part of the school responsibility).

VOCATIONAL COMPETENCE IN BUSINESS

Although approximately half of the 1,180 secondary schools in Pennsylvania offered in 1946-47 a business curriculum composed largely of shorthand, bookkeeping, and typewriting, it is not to be assumed that



TEACHER DEMONSTRATION OF FILING

it is possible automatically to classify them as having definite vocational outcomes in the same sense as the private business schools which are operated for profit.

The mere offering of bookkeeping, shorthand, and typewriting courses does not give assurance that those who take them are or will automatically become vocationally competent. Business education in its development in schools must preserve the practical atmosphere of the office and store that characterizes the apprenticeship system. The gradual change from the privately owned business school to a department in the publicly supported secondary school has meant that many of the desirable phases of apprenticeship opportunity inherent in the business school have been dropped. The school must set up the opportunities for vocational practice if vocational competency is to develop, and if the best features of vocational education are to be preserved.

THREE LEVELS OF VOCATIONAL COMPETENCY

The three levels of vocational competency may be described as the presentation level, the performance level, and the practice level.

The *presentation level* may take place in the school where the relation of the teacher and student is found in an ordinary classroom situation. During the presentation level, the student is taught the principles that are used in the recording, communicating, and distributing activities of business. These principles must be put into effect in a simulated situation.

On the *performance level*, the principles must be applied on an individual basis. The student begins with individual problems and projects and calls on the teacher for help or counsel if necessary. Actual recording, communicating, and selling by the individual student constitute the second, or performance level of vocational competency. Provision may be made under the roof of the school to approximate the situations that are encountered in business. Record-keeping for school activities, the writing of school communications, and the sale of goods sponsored by extracurricular clubs offer opportunities for performing actual business transactions growing out of situations experienced by the prospective apprentice.

The most important step in vocational education is the linking of the school as an institution with the office, shop, factory, or store where the apprentice is to practice what he has previously learned. This is the third, or *practice level* of vocational competency. At this level, the student actually functions as an employe and the employer takes the place of his teacher.

This practice cannot be carried on within the classrooms of a school but must take place in a business office or a store. The actual apprenticeship takes place under the general direction of the school and under the immediate direction of those business workers whose duties the young apprentice is to learn.

BUSINESS BACKGROUNDS

While the technical courses in business concern themselves with the routines of recording figures, communicating in the form of letters, and selling either goods or services, these efforts must be coordinated through managers, who in turn are the employers. Background courses in English as used in business, mathematics of finance, principles of business organization and advertising, economics with especial reference to the problems of taxation, labor relations, value, and distribution, business

law growing out of contracts, are offered in the hope that the employee may become an employer or manager at some time in the future. He must be able to look beyond his desk or over his counter and see the whole business concern of which he is a member in relation to other similar business concerns in the same field of competitive endeavor. Finally, he must be able to look beyond his own business as a whole to society, with the understanding that customer votes in dollars or patronage, if withheld, can cause profits to become nonexistent; and this in turn affects payrolls and finally a loss of employment to both employers and employees. The economic or managerial objective in background business courses is a form of applied social science and mathematics. The effectiveness of this type of instruction is not evaluated as easily, since the outcomes are not as objective as the production of the trial balance in bookkeeping and accounting; number of words per minute at which dictation may be taken by a stenographer; or speed per minute in typewriting. Yet the final evaluation is very evident in terms of profits or losses; success in terms of dividends or failures in forms of foreclosures.

BASIC BUSINESS EDUCATION FOR ALL

While business background courses have been offered as electives to all secondary school students, the amount offered has been limited, owing largely to college entrance requirements, administrative inertia, and the lack of teacher personnel on the secondary levels skilled or interested in these fields. Business education deals with the earning, spending, saving, and investing of money. While everyone will not earn his living in a clerical, stenographic, or selling occupation, everyone does spend money, and if he saves, he must in time invest money. Therefore, basic business education for all deals with the spending, saving, and investing of money.

The idealist asks the question, "Is it good?" Is business education for all, good for all? How can business education make this a better world in which to live? How can business education best serve society as a whole? The answers have assumed different forms in the past, as: social business courses; personal-use courses; and now basic business education as a part of consumer education for all the children of all the people.

BETTER BUSINESS EDUCATION

The threefold development of the objectives of business education shows the chronological development first in the private business school, then the business department of the public secondary school, and now as a part of consumer education for all secondary school students. This does not mean that emphases should be changed but that they should be expanded. It is not necessary to engage in a contest to determine which of the three is the most important in the development of a better business education in Pennsylvania, but it is necessary to realize that the vocational, economic, and social objectives are cumulative in effect and form the component parts of a broad program for education for business in terms of wise earning, spending, saving, and investing activities of all producers and consumers in our modern society. Some schools can stress only one objective, others two objectives, but most larger public secondary schools can stress all three. The proper guidance of the individual student in terms of his present and future interests and needs is limited to some extent by the offerings of the school in which he is located. The philosophy of the administration limits the objectives to be attained in business education. Without a philosophy, the objectives become a hit-or-miss makeshift form of educational expediency which is likely to change its course with the prevailing winds of professional shibboleths. If each new development in education is looked upon as an improvement based upon the best practice of the past, it will be possible to move from the vocational and economic-managerial to the social objective of basic and better business education for all.



CHAPTER II

BUSINESS EDUCATION AND ITS USE OF THE COMMUNITY

COMMUNITY SURVEYS

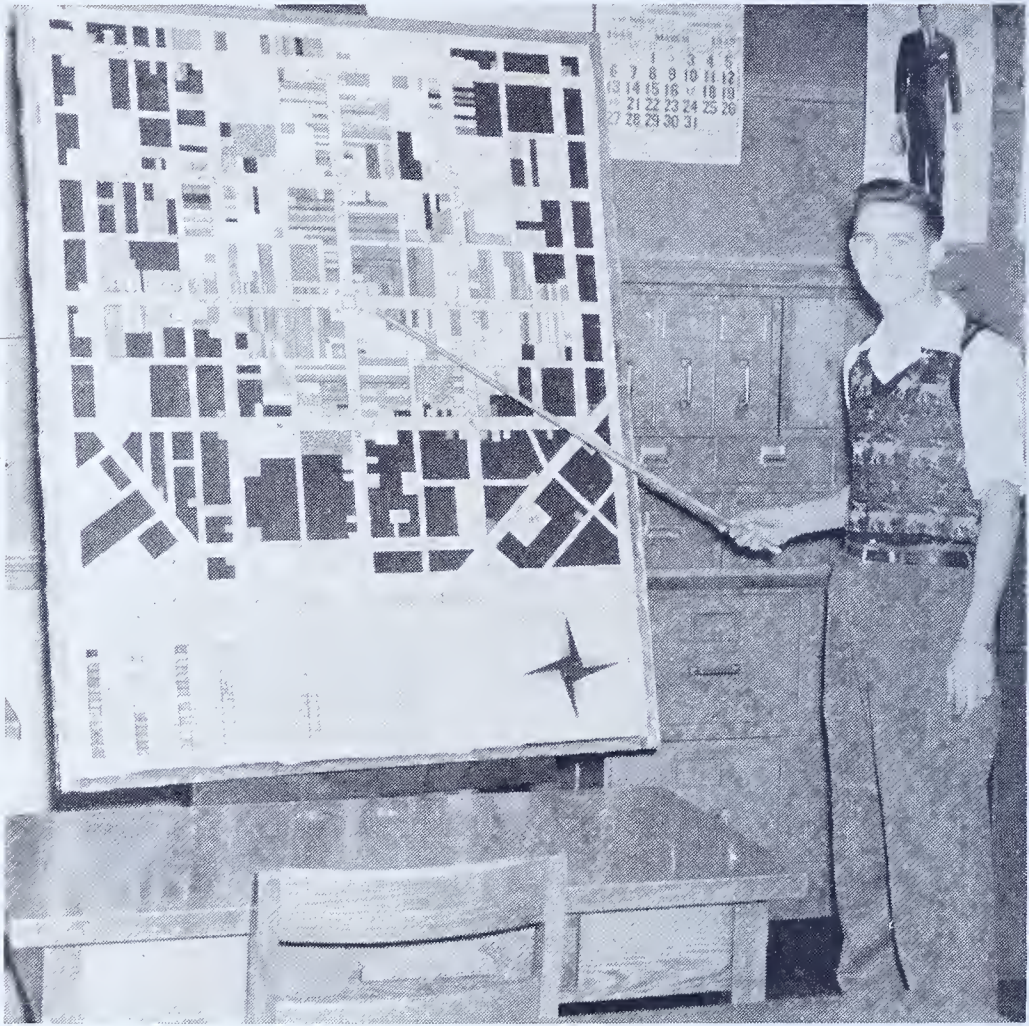
A COMMUNITY survey as it affects business education is a study made of the business life of the community to obtain data which will be helpful in preparing pupils to meet the needs of their community. Business education must function in relation to the life of the community. One aspect of this community life is the earning of a livelihood; hence, it follows that a teacher of business subjects must know something of the employment needs of the community before he can begin to train young people in any adequate fashion to take jobs which the community has to offer. Another equally important aspect of community life is the personal-business relationships of individuals in the community.

Only effectively organized and conducted research can reveal the data needed to reorganize, if necessary, existing business courses on an effective vocational basis or to develop the new courses required by changes in business practice.

There is no standard business survey. The form and the length and the method employed will vary according to the information already available, the personnel involved, the type of locality, and the purpose for which the survey is conducted.

The information sought in a survey is of the following nature, with emphasis upon the area in which the survey has a particular interest:

1. Employment opportunities: Number and kinds of business firms; number and types of positions
2. Titles of occupations
3. Types of work performed
4. Number and kinds of machines used
5. Requirements for initial employment: Skills, general education, personality, age, sex, special requirements
6. Opportunities for advancement
7. General working conditions: Hours and wages, in-service training opportunities, unions, social security, turnover
8. Consumer contacts with business



STUDY YOUR COMMUNITY

A great deal of the success of the survey depends upon the method used in securing the data. There are two sources for obtaining information, the employer and the employee. There are also two ways of getting the information, the questionnaire and the questionnaire-interview method. The decision to use these different sources or methods depends upon local conditions. The questionnaire-interview method and the employer source seem to be the most effective.

The questionnaire should be simple and objective and the interviewer should practice the techniques of his assignment.

After the information is obtained, the next step is tabulation of the results and objective interpretation of the data. Finally, the results should be used in organizing the program of business education best suited to the community needs.

THE USE OF ADVISORY COMMITTEES OF BUSINESSMEN

Two effective means of achieving cooperation between the school business program and business are available to business educators. The first is to utilize the interest of the businessmen in each locality in the form of an advisory committee to the business education department, and the second is to take advantage of the well-developed program of the National Office Management Association in its efforts to establish a close bond of cooperation between business and the school. The schools which have used either or both of these means of cooperation have achieved effective ways of keeping business education functional and of bridging the gap between the source of training and the job. When businessmen help with the training program, it becomes a real program.

It is not difficult to organize an advisory committee of businessmen. Select some businessmen who employ secondary school graduates, preferably those who already have some of your graduates in their employ. Write them a letter stating the purpose of the advisory committee and asking them to meet with teachers and department head. Meet once a month and in panel fashion with changing leaders discuss such problems as: 1. The business education program of studies, 2. Office skills, 3. Office machines, 4. Placement policies, 5. Standards for initial employment, 6. Cooperative programs, 7. Follow-up studies, 8. Career nights. Don't make the mistake of trying to form an executive body. If you can get the school people and the office people talking together, only good can come of it for both. Invite guests—both business men and school people—to each meeting. Keep the meetings small and interesting.

The National Office Management Association has already committed itself to seeking the cooperation of schools. Each chapter conducts a meeting on education every year. Education committees are appointed in most chapters, and in the national office a full-time staff member services this effort. Solicit your local N.O.M.A. chapter and get the help of that group in working with you on some of your problems. In several places, a joint committee of N.O.M.A. and business educators has made interesting surveys of business education with excellent results for the schools. In addition, N.O.M.A. helps sponsor the National Business Entrance Tests which lead to a certificate of proficiency. N.O.M.A. will be glad to send you a bulletin of information about these tests.

WORK-EXPERIENCE PROGRAMS—COOPERATIVE BUSINESS EDUCATION

Regardless of size, most communities should be able to set up a work-experience program for vocationally-minded students. The degree to which participation can be successful in such a program, however, is dependent upon the size and type of community, the aggressiveness of the person responsible for the program, and the cooperation of the businessmen of the community.

NEED AND IMPORTANCE

Work experience is essential for a functional program in business education. The program should be flexible enough to allow for practical and current business practices with modern business equipment and application.

It should be understood that work experience should be purposeful and that it is definitely related to the problem of office experiences. These experiences, in addition to regular office routine, must include experiences in good grooming, proper attitudes, and proper business etiquette. A worker may have plenty of skill, application, and know-how, but lack of understanding of office decorum will often label him a failure.

The work experience should become a part of the educational experience of every student preparing to take his place in the business activities of the community.

ADMINISTRATION OF PROGRAM

The success of a work-experience program depends upon how well the program is administered and supervised. School administrators and business leaders of the community should be consulted and informed of the proposed plan before any action is taken. If the plan is received favorably, machinery can then be set in motion for the development, promotion, and execution of the proposal.

The guiding influence behind any successful work-experience program is the advisory committee, which should consist of members representing business and education. This committee will add prestige and authority in the administration of the plan. A group of recognized business leaders should be chosen by their group to represent the businessmen on this committee. Since it is the responsibility of the advisory committee to formulate the policies and procedures for the proper functioning of the work-experience program, office managers should be selected who manifest a genuine, unselfish interest in such training. The

program will be kept up to date in every particular because business leaders are sharing in the responsibilities which make them school- and community-conscious.

The representatives of the educational staff might consist of the president of the Board of Education, the superintendent of schools, the principal of the school, and the head of the Business Education Department. The latter should be the director of the program.

Within limitations, the larger the committee membership, the greater will be the power it can exert in helping guarantee the success of the program. A committee of six to eight members (three or four office managers and three or four members of the education staff) should be ample for the largest school. Smaller schools should select a proportionate number.

SUPERVISION OF PROGRAM

The performance of the student at the work station must be carefully analyzed and supervised to assure that the training benefits and developments are evident; that the particular job qualifies him for the type of work expected of him. Proper supervision demands that the coordinator must confer with the office supervisor or else examine periodic ratings of the work of the trainee on the job. This must be done to direct remedial training in school and to justify a work-experience program.

Periodic conferences with the trainees will prove helpful in acquiring information concerning methods and changes in the office that should be brought to the attention of the teaching staff. This method of school-business contact creates greater understanding between the school and the community.

Coordination between school and office is a "must." The coordinator must be permitted sufficient time from his other duties to go into the offices where his students are working. It may be necessary to assign some clerical help to assist him in his regular work so that he will be free to visit with the office managers and observe the trainees in action.

TYPES OF WORK-EXPERIENCE PROGRAMS

Work-experience programs should be instituted in the twelfth year. This procedure permits the students to apply themselves to the work responsibilities of the actual work of the business office at a time just prior to the time they are planning to apply for a position.



WORK-EXPERIENCE TRAINEES ARE INTRODUCED TO NEW MACHINES

IN-SCHOOL WORK

Business education students may secure considerable experience through various types of in-school work. A student might be assigned to teachers in a small school, to the principal, to the faculty manager of athletics, and to any other staff members for work of a nature that will be a challenge to the development of potential work qualities. Such work could be done during a study hall period or before or after school. Service by the students should be on a voluntary basis. No student should be forced into any work-experience situation.

In larger schools, a business education student could be assigned to a department head or director to assume full responsibility for office routine in the activities of the department. Other executives within a school district might be persuaded to contribute to the purposeful business experiences of the student. As in the small schools, these students could be taken from their free periods and study halls, or assigned for periods of short duration from a class related to the experiences taught through that class.

ROTATING PLAN

Under this plan, the student might be assigned to a staff member of the school for a period of time and then changed at various periods to increase the type of work-experience and form various employer-trainee relationships.

In school systems of considerable size, students might be assigned to elementary school principals for a period of time. When the period expires, a new group might be assigned. Such a change could continue throughout the final year or semester, as determined by the needs of the school.

COOPERATIVE PROGRAM

To correlate classroom theory and skill practice with actual work experience, there are two avenues of cooperative training in use today in the business education training of school youth. Cooperative training is the means whereby businessmen of the community provide the opportunity for training senior students of the business course in an apprenticeship during the school year. This cooperative plan affords prospective employers the opportunity of observing future employes before graduation; conversely, the students are provided with practical experience which is helpful to them upon their entrance into the business world. The training received gives the trainee a wide range of social contacts, assists him in developing a standard of social values which will guide

him in his personal relationship with other people, and helps him to acquire a background of working experience that will guide him in making future decisions.

The conditions under which the student works are regular office situations. At the completion of the cooperative work-experience training, he has gained enough practice to qualify him as an experienced worker. Such experience may mean the difference between getting a position immediately upon graduation, or having to wait until those with experience have been placed.

Cooperative training should be on a voluntary basis and should be available to any business student who can meet certain requirements or standards. Candidates should be registered at the completion of the junior year so that a program can be prepared for them over the summer vacation, to be followed upon their return at the beginning of the senior year. Placement of those electing the cooperative program might be made in September; and barring failures or low grades in school subjects, or unfavorable employer reports, the worker should remain in the office throughout the year.

A rating card should be sent to every employer periodically, preferably every two months, on which he is requested to rate his trainee. The work-experience appraiser can rate O, outstanding; S, satisfactory; U, unsatisfactory on each of the following ten traits: reliability, proficiency, cooperation, punctuality, work attitude, initiative, adaptability, judgment, manner, and neatness. An unsatisfactory U mark in any of the traits should be justification for a conference with the trainee. Should the student continue an unsatisfactory rating, he should be removed from the cooperative work-experience program and be placed in the regularly scheduled classes on a full-time basis.

When not scheduled to work in the office, the student attends regularly scheduled classes and another student alternates with him in the office for a week. Specially scheduled classes on a part-time basis should be arranged in the various school subjects so that the cooperative students are not at a disadvantage in competing with students who attend classes full-time. One part-time class for each of the major business subjects is ample to care for the needs of any school during normal times. Now and then, however, a student might be scheduled who has an irregular program; he has a junior subject scheduled for his senior year or he is taking an elective in language or science. Where such a situation exists, the instructor is approached, the irregularity explained, and the request made for an arrangement that would permit the student to continue the class. At this point, it should be emphasized that a cooperative

faculty is of paramount importance to insure the success of any type of cooperative work-experience program.

In those communities where the supply of cooperative students exceeds the demands by business, the local board of education can help by requesting cooperative assistance for its school offices and libraries. The salary paid by any employer should be commensurate with the prevailing beginning salary paid a newly hired employe. As a protection against anyone's taking advantage of the students, a minimum salary or hourly rate should be established by the advisory committee. That minimum should be the average rate paid in the community for such help. We must keep in mind, however, that the remuneration received is secondary to the work experience gained by the student while in school.

The value of any work-experience program as outlined here will be measured by how well it meets the needs of the business, the training of the student, and the needs of the business community.

ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION

Many of our school districts need to make changes in the administration and supervision of business education. Business education has suffered where local administrators were unfamiliar with the objectives, standards, and curriculum problems.

Provision should be made for a director of business education in those local school districts that have a sufficient number of teachers and pupils in the program to warrant it. The coordination and the standardization of programs are important in cities where students move from one part to another. Smaller districts should provide some time free from teaching for the head teacher of the business department to perform the administrative and supervisory functions of business education. It should be remembered that if business education is effectively organized, administered, and supervised, the quality of instruction will be improved, the time taken for training shortened, and business needs will be met.

The field of vocational business education in Pennsylvania represents the largest single field of special training. Each school with more than one business teacher should provide for unity in instruction through a department head. Many of the problems in business education are those in which school administrators have not had the necessary business training. Many districts may find it practical to provide the afternoon free for the head of the department or local director of business education to supervise work-experience programs, contact business men, and work with advisory committees of businessmen. It might be well for the head

of the business department to be employed for several weeks at the end of the school year for placement, follow-up, and assisting the student to bridge the gap of initial employment from the school to business. The head of the department can be used for several weeks before the beginning of the school year on curriculum problems, making contacts for work-experience programs, and development of instructional materials. Some of the outstanding business education departments in Pennsylvania are in schools with active directors or supervisors of business education.

MAJOR DUTIES OF DEPARTMENT HEAD

Some of the major duties which should be performed by the department head or director of business education are:

1. Improvement of instruction through research in the local school and community
2. Guidance of students who hope to make business a career
3. Selection, purchase, and maintenance of equipment
4. Providing information for the local school authorities as to local needs based upon community surveys and follow-up studies of graduates
5. Assuming the responsibility for placement of pupils qualified for employment
6. Providing for adequate publicity of the department in the school publications and the community newspaper
7. Encouraging the assisting teachers in adapting sound techniques of teaching students for business and life
8. Setting up standards of achievement based upon community needs
9. Coordinating the work in the classroom with the office and store through work-experience programs
10. Keeping teachers and school administrators informed of the changes in business procedures and needs
11. Making community surveys of business activities and job analyses of various jobs in the business world
12. Working with advisory committees of businessmen or local N.O.M.A. Chapter
13. Cooperating with the departments in the school
14. Encouraging professional growth of the business teachers in his department

PLACEMENT AND FOLLOW-UP

It should be a part of the program of a business education department to assume some responsibility for the placing of trainees in the proper kind of employment upon the completion of their course. It

would, of course, be impossible to prepare any definite kind of plan for all schools to follow. Schools differ widely; available work varies with communities; pupils vary in ability; time may or may not be allotted for the direction of such activity; but wherever and under whatever conditions such a program is established, full value and satisfaction will be received for time spent in carefully placing graduates.

The suggestions here described have been in use for some time in the business education departments of many Pennsylvania senior high schools. In order that the head of the business department or placement officer may select the proper persons to fill the calls for workers as they come to the school, the first step is to have each senior fill out a data sheet. This should be done early in the senior year. The forms which are used in two schools (pages 22 and 24) give information that should be in the hands of the placement office. The first form would be completed by the student and the second by the placement officer.

After the questionnaire is returned, a personal interview should be held with each student. In this way additional information is secured, which, if pertinent, can be recorded on the sheet.

Any good placement plan requires considerable testing, the results of which can be filed by means of a card record system. A complete achievement record should be tabulated to serve as a basis for selection so far as interests and abilities are concerned, when a call for a job is received.

Here is an example to show how one school used its business department and placement service. A low-ability pupil in shorthand and typing was given extra instruction and attention in the use of machines and record-keeping. The pupil worked to the limit of her ability and excelled in penmanship. She was placed in a "repetitive" job and today is happy under the direction of her employer. He is very appreciative of her production in her work. Strange as it may seem, her salary is as large as that of those students who passed all the standard requirements.

The whole subject of placement according to abilities works wonderfully well for one good reason—the student understands the procedure, is willing to cooperate, and is not discouraged if he is not as "bright" as some of his classmates. It takes much time on the part of the placement officer but it is worth the extra effort when the students are happy in their work and their parents are pleased and satisfied.

An important aid in placement work is the privilege granted by some school authorities to permit a student to be excused from classes to take a full-time job near the end of the senior year.

PLACEMENT DATA SHEET

Name Date

Home address

Post Office

Telephone

If no telephone, give neighbor's number with neighbor's permission
.....

I shall be (was) 18 years of age on.....

Denomination or religion

Is your father living? Mother?

How many sisters or brothers? Younger than you?.....

Occupation of father

Is mother employed?

Concerning your proposed work at graduation answer the following:

Local or city Do you live close to transportation?.....

Large office or small Train or trolley (or bus)

Do you prefer a man or a woman as your boss?.....

From your school records, indicate by check mark the type of work you are best fitted for and willing to take:

Secretarial.....Clerical.....

Stenographic.....Dictaphone.....

General.....Bookkeeping.....

What was your grade in Commercial Arithmetic?

Do you have any "leads" for a job through parents, relatives, or friends?.....
.....

Name any office experience gained outside school
.....

Did you take office practice? Law?

Are there any outside conditions (home or otherwise) that you care to state that have affected your school life, that may affect your efficiency after you have begun working?
.....
.....

Are you a licensed driver? Your height Your weight

Are you right-handed or left-handed?

List in detail your extracurricular activities during the last two years:
.....
.....
.....
.....
.....
.....



FURNISHING OCCUPATIONAL INFORMATION

Many schools have predetermined dates on which a senior may accept full-time employment and be excused from classes, provided, of course, the student stands high in his classes. One school permits this procedure as of April 1, another as of May 1, while others will not consent to full-time employment before graduation. Not all jobs can be kept open until the day after commencement and some graduates are definitely handicapped in placement because of the latter ruling.

Value in Maintaining Contact with Graduates

Many calls will come through the efforts and loyalty of graduates. Their first thought, when an opening occurs, is often their alma mater. This thinking can be encouraged by indoctrination while the pupils are in school.

One excellent way to keep in close contact with those who have graduated is by means of dinner meetings. The June graduates in business education can meet in September or October following their graduation.

GRADUATE PLACEMENT RECORD

NAME		Address		Phone
Graduated	When 18	Course	Class Rank	
Average	I.Q.	Church Attended		

UNDESIRABLE CHARACTERISTICS (if any)		TRAINING SKILLS	Years	Rating*
Daydreamer		Bookkeeping		
Deceptive		General Clerical		
Effeminate		Shorthand		
Immature		Typewriting		
Markedly nervous				
Moody		ACHIEVEMENT—Medals or Certificates		
Seclusive				
Show-off		Perf. Attendance	Years	
Suspicious		Shorthand		
Temper tantrums		Typewriting		

STANDARD TESTS ANALYSIS					CLUB ACTIVITIES
NATURE OF	SCORE	AVG.	RANK	No.	
Arithmetic					1.
Employment					2.
Intelligence					3.

TO WHAT EXTENT DOES THIS PERSON HAVE DIFFICULTY (Use Check Mark)

	NONE	MODERATELY	MUCH
1. In making up his/her mind?			
2. In getting along with people?			
3. With constructive criticism attitude?			
4. With physical defect or handicap?			

PREFERENCE OF EMPLOYMENT

1. 2. 3.

DATE	EMPLOYED BY	NATURE OF	SALARY

* Rating—(1) Strong (2) Average (3) Weak

This event can be an important one to them and especially is it of value to their teachers. Besides the personal contacts before and after the dinner, each student can tell where he is working, what kind of work he is doing, and all about the job and conditions under which he is working. This dinner meeting in some schools is repeated annually for as long as five years. Some classes elect to have two meetings a year. At each meeting, plans are begun for the next meeting. Teachers, principal, and guests find these contacts helpful for future graduates of the school.

Student Follow-Up

This setup gives the teachers an opportunity to follow up student work and also serves as an excellent means for the teachers to check on subject content. If one student says she should have been given more work in forms, or more carbon work, this means that future classes need not be graduated with these deficiencies if the subject matter content is changed. In this way the graduate performs an excellent service to her school.

When a student is working, it is worth while to get reports from her as to her experience and progress, as well as a report from her employer. If the graduate is not happy in her job and wants to change she should make her wishes known to the head of the business education department. In many cases the school can find another position. One good policy for a school to establish is that no one will be asked to leave her job to fill another that may come to the attention of the school, *unless she has made her wish to change known* to the proper person.

Client Check Up

When a call for office workers is received from an unknown client, that employer should be investigated very carefully as to how, where, or why he called. If he is calling at the suggestion of a friend of the school who has employed graduates, the director is safe in sending one of the students to apply for the job he offers. Applicants should be briefed very thoroughly as to what to look for, what to learn, and what to do. The location of the office and the calibre of industry must be carefully considered.

Development of Placement Procedure

How can a school develop a placement procedure if none exists? The person in charge must make it a point to meet businessmen at church, clubs, and all types of meetings. Personal calls may be made to the place of business, offering substitute office help or additional help in rush seasons and emergencies. All of these help to give the school the opening desired. And when the organizations of the community know that workers can be obtained they will get in the habit of calling upon the school.

Some schools have used desk novelties as an advertisement and as an ever-present reminder of the school's willingness to cooperate. Scratch pads properly imprinted, paperweights, calendars, pencils, blotters—all are practical ways to keep the name of the school before the businessman.

A successful placement department will teach pupils the proper procedure in applying for positions. Practice interviews, completion of application blanks, and writing of application letters should be a part of the school program. The proficiency certificates issued for successful performance in the National Business Entrance Tests are definite aids in placement.

It is good practice to give the student a card of introduction to be presented at the interview. A sample form is given below:

(LOCAL) HIGH SCHOOL PLACEMENT BUREAU

Date.....

Telephone.....

Firm

Address

Attention: M.....

Introducing

Age Class

To apply for

.....

Placement Officer

Many schools have found it helpful to provide a form for the employer to report to the school his reactions concerning the candidate at the interview. If the candidate was unsuccessful this information will be of value in the future.

If a school finds itself graduating more business education pupils than the activities in a community can absorb, there is still another outlet through Civil Service. The United States Employment Service in Pennsylvania can be of help in placing graduates. It lists local employment needs, administers aptitude and achievement tests for business work, gives ratings to prospective employers, and places applicants in suitable positions.

EVENING AND EXTENSION EDUCATION IN BUSINESS

The business department of any public school stands in a unique position to offer a distinctive kind of educational service through an extension program to out-of-school youth and adults.

Too frequently school buildings with their facilities are limited in use to the daytime or to the school year. A study of the educational needs of adults in the community or a careful investigation into the kind of education by which adults could profit would unquestionably suggest opportunities for service through an extension program relating to basic business information and vocational training in and for business. However, business and education are cooperative enterprises; the school should cooperate with business, and business, in turn, should cooperate with the school in developing an effective program. This extension program can operate in the evening, during the day, summer or winter.

The school faces the task of informing adults of the services available, and also of convincing out-of-school youth and adults that learning does not stop with formal education; that age is not a barrier to learning. It is the job of the school to excite interest in the value of a continuing education and to establish confidence on the part of prospective adult learners. It is a needless expense to the taxpayer and to the out-of-school youth to pay a private school for educational services that might be obtainable in a well-organized extension program in business or non-business education. Business departments of every public school should consider seriously what postgraduate and postschool courses might be offered. Until proved otherwise, a closed school building is a neglected educational opportunity.

Business departments of the public schools have an opportunity to supplement the learnings which employes are getting on the job; to

improve or to enhance skills which were begun earlier, or to teach new skills to those desiring them. These learnings may represent growth in efficient handling of various machines, in handling of books and shorthand, in the improvement of penmanship, in the reading and preparation of business graphs. More schools should provide opportunities for postgraduates to keep up in skills and, in a sense, in styles.

In addition to rendering a service in the skill areas, the extension school can quicken and broaden knowledge and understandings pertaining to the elements and dynamics of our American economy. By identifying and exploring perplexities in capital and in labor areas, it has an opportunity to clarify some of the problems which are confusing the adults. This exploration may be made through forums, panels, and discussion groups, through well-directed research studies, and through school and industrial plant visitations.

The school library can play a part too. Through research, adults become still more familiar with the library facilities and services. The use of reference texts, of commerce reports, of statistical data, of bulletins on business can have inestimable educational value.

Business education can help young and old through classes in business and office management, human relations, income tax, cost accounting, merchandising, advertising, window decorating, and the like. Public speaking, parliamentary law, types and kinds of business equipment, communications, business law, mathematics, and zoning restrictions should have some appeal and value for adults who are interested in business.

The business department can render an additional service by making employment information available and by recommending trained individuals for particular jobs.

A good extension program in business education will reflect an interest in the individual's need, will keep a permanent record of his educational achievement, and will seek his promotion. Through the satisfaction gained in his continuing education, the adult will sell the school to others; thus, an ever increasing number are brought within the influence of the expanding services of the school.

Business efficiency has shortened the working day. Leisure time has lengthened. Business departments of the public school have a role to play in furnishing opportunities to adults for continuing their education. "The soul is dyed the color of the leisure hours."

CHAPTER III

CONTRIBUTIONS OF BUSINESS EDUCATION TO GENERAL EDUCATION

GENERAL business education has a twofold objective in a public education program. 1. It can provide all pupils with a background of consumer business information concerning everyday business relationships, such as buying and selling goods, services, and insurance. 2. In addition, general business education can provide for all pupils who plan to pursue some phase of business as a career, more specific information about office and store work, working conditions, promotional possibilities, job seeking information, etc.

It should be observed that the first type of general business education described should be available to all pupils in the secondary school, whereas the second type is intended only for those who aspire to a business career. Thus a distinction should be made between general business education for all pupils and general business education for vocational business pupils. The two types of general business education are not in conflict. The second type supplements the first. Whereas all pupils need only the first type, vocational business pupils need both types.

GENERAL BUSINESS EDUCATION FOR ALL PUPILS

First to be considered is the contribution that general business education can make to all secondary school pupils regardless of their occupational objectives. In order to gain a proper perspective of general business education within the framework of the total educative process, it is necessary first to know the objectives of the secondary school. To state the objectives of the secondary school without fear of contradiction is not a simple matter.

It is generally agreed, however, that a secondary school legitimately may strive to attain the following objectives:

1. It should provide an opportunity for all pupils to explore a variety of educational experiences.
2. It should afford guidance to all pupils—stated differently, this means that the secondary school should assist all pupils to make wise tenta-

tive occupational choices and to prepare for initial employment therein.

3. Perhaps the most important objective of the secondary schools is to prepare all pupils for intelligent participation in a democratic society.

Three objectives of secondary school education have been listed. Undoubtedly others could be added that would be equally defensible. These three objectives alone, however, make it possible to establish the validity of general business education as an integral part of secondary school education.

Brief comment follows on each of the three objectives named, and an attempt is made to show the contribution that general business education can make toward the attainment of the objectives.

If a secondary school is to fulfill the exploratory objectives, then it must afford all pupils an opportunity to learn about business matters, because business is an inescapable part of American life.

Through a study of consumer business information, *all pupils* could gain an appreciation of the role performed by different business occupational specialists. They would learn, for example, the contribution made to the economic life of the consumer by people who are engaged in such business occupations as bookkeeping, stenography, merchandising, clerical work, and professional, semiprofessional, or managerial occupations. General business education of this type possesses guidance values which teachers cannot afford to overlook. Although guidance can and should be offered at every educational level, the junior high school is uniquely fitted to reach all pupils with information concerning different business occupations. The potential guidance value of general business education can be illustrated without difficulty. During the study of a unit on banking, for example, a capable teacher could acquaint the pupils with the various jobs of a business nature involved in the operation of a bank. The teacher should point out that banks need bookkeepers, general clerks, office machine operators, stenographers, secretaries, and managerial personnel. Similarly, when pupils study units dealing with buying, selling, investing, communicating, or other business activities, they could be oriented to the occupational opportunities or lack of opportunities in those fields of endeavor. General business education thus becomes the vehicle through which occupational business information is imparted to all pupils.



TYPEWRITING HAS VALUE FOR ALL PUPILS

Apart from the realization that the majority of secondary school pupils will eventually be employed by a business enterprise, the fact of the matter is that every boy and girl now attending the secondary school comes into almost daily contact with business. They are frequent visitors to the markets of business and are compelled to make choices. Within two or three years following their graduation from the secondary school, they will be expressing themselves on economic matters at the polls. They will be reading about economic matters in magazines and newspapers and will hear these issues discussed on the radio and presented on the screen. Much of what they hear or see will be in the nature of propaganda. It must not be assumed that all the propaganda that is heard or seen will be insidious, but it must be obvious that somewhere in secondary school education the pupil should receive some help in making objective evaluations of economic matters. It is a mistake to assume that an understanding of such issues will inevitably follow if the pupil has studied English, science, mathematics, history, and languages. These

are valuable subjects but their real value is diminished in a world lacking the knowledges, understandings, and attitudes for business living.

A properly organized program of general business education for all pupils should result in more intelligent consumers of goods and services and more intelligent savers of money and goods. If these ends are to be achieved, the content of general business education must deal with the business tools that we use in our daily lives.

Specifically, all secondary school pupils should learn the practical value of budgeting, credit, insurance, and thrift. Certainly, personal record-keeping is a tool that should be employed by all people. Other business knowledges that should be possessed by all citizens are those that deal with the meaning of taxes; the use of transportation services; the use of bank services; and the use of communication services. No one will debate the advisability of improving the everyday computational skills needed in our daily visits to the market. A course in general business education that would deal with these business tools and knowledges should be provided for all pupils early in their secondary school careers.

In addition to the business competencies outlined above, there is a need for more advanced training in applied economics. All pupils need to study the nature and heritage of capitalism. They ought to be given an opportunity to learn why we have adopted capitalism in preference to socialism or communism. They need to study about government regulation of business. What types of regulation and how much regulation should be permitted? They should begin to develop objective attitudes toward such applied economic problems as labor-management relations, labor unions, social security, foreign trade, and taxation policies. This involves training in applied economics. It is general business education of the most basic nature.

A course that would combine instruction in applied economics with personal business law relationships and with the general education aspects of such courses as business organization and consumer education, should be a part of the general education of all secondary school pupils. Such a course preferably should be offered during the eleventh or twelfth year owing to the developing maturity of the pupils. A course dealing with evaluations of objectives demands a certain amount of maturity. Textual materials for use in such a course are not yet available within the covers of one book. Publishers are, however, becoming interested in the publication of such a book. In the meantime, progressive teachers can gather excellent materials for use in the course by consulting books in such areas as business law, economics, economic geography, consumer education, and business organization and management. The



MIMEOSCOPING FOR THE SCHOOL PAPER

Consumer Education Study (NEA) has also developed excellent materials for use as units in such a course.

GENERAL BUSINESS EDUCATION FOR ALL BUSINESS PUPILS

What should be the content of additional general business education to be required of all pupils who plan to pursue some phase of business as a career?

Stenographers, secretaries, bookkeepers, machine operators, and general clerical workers are merely agents that enable business to carry on its major function, which is to sell goods or services at a profit. In other words, business does not exist to supply these people with jobs. People are on the payroll only because they help business to execute its basic function and will remain on those payrolls only so long as they continue to offer such help. This does not mean that stenographers, bookkeepers, machine operators or general clerks are insignificant. Nevertheless, if the security of such persons rests on the help that they can render to business in disposing of goods and services at a profit, then is it not logical to

conclude that these persons can make their positions more secure by acquiring a knowledge of the various functions performed by business? Here general business education comes into the picture because it can provide prospective business workers with an understanding and appreciation of the functions of business.

Functions of Business

What are the functions of business concerning which every business worker should be informed? Briefly they can be listed as follows:

1. The procurement function. Understanding how a business obtains the goods or services it offers for sale to the public.
2. The sales function. Here attention should be devoted to the selection of customers, to the determination of prices, to the promotion of products and services, and to the problem of helping customers to buy wisely. Certainly an attempt should be made to build desirable attitudes among future salespersons.
3. The personnel function. Understanding of the problems encountered by an employer in acquiring and maintaining a contented and capable work force.
4. The financial function. Appreciation of the manner in which financial operations are administered and controlled. Specifically this would include a study of the problems of handling credit, collecting debts, protecting investments, and budgeting.
5. The general administrative function. This would include an appreciation of the need for the acquisition of adequate facilities and for the establishment of systematic office procedure.

A study of these various business functions and their interrelationships will enable a business worker to appreciate the importance of his work by showing him its relationship to the business as a whole. In other words, he as a single employe in a vast enterprise is not an insignificant being. He is a vital cog in a complex machine. If he permits his work to slip, the whole machine will be less efficient. Unfortunately, only a few workers in business have been taught to appreciate the dignity of their tasks.

If pupils can be shown that their record-keeping activities are vitally important to the success of the enterprise, better work attitudes can be developed. If pupils can be shown that their mail-handling activities can result in great gain or severe loss for their employers, better attitudes can be developed. If pupils can be taught that filing is actually the nerve center of the business, their attitudes toward routine filing tasks can

be improved. If a PBX operator can be shown that her performance in handling the switchboard may establish valuable contacts for her employer or may sever profitable business relationships, her attitude toward her daily task can be improved. Such improvement in attitudes can be expected because the subject matter suggested for study appeals to the desire of individuals for a feeling of personal worth.

General business education will result in better workers if it emphasizes the personal relationships that have an important bearing on the success of a business enterprise. Certainly we ought to teach the meaning of good business behavior. Attempts should be made to help vocational business pupils understand and appreciate the necessity of proper grooming for a job, of acquiring desirable personality traits, and of making adjustments to supervisors and fellow workers. General business education also includes teaching the meaning of good business ethics and an understanding of common legal rights and remedies applicable to the business world.

PERSONAL-USE BUSINESS EDUCATION

The business education subjects in the secondary schools of Pennsylvania should not be so rigid as to requirements that they are restricted to those preparing for business. Opportunity should be given for any secondary school pupil, whether majoring in college preparation, homemaking, industrial or shop work, agriculture, or general academic work, to elect any of these business education courses which might be of use to him in life. All normal persons, regardless of their age, their occupation, or profession, and their economic or social status, have business activities to perform. The general business and consumer education courses will provide the knowledges, understandings, and attitudes for those activities common to all people.

The ability to typewrite with accuracy at a rate which will provide more speed, easier writing, and clearer copy than handwriting is a skill which every high school pupil can use. Pupils who are not business majors should meet the same standards in typewriting for personal use as the business group if they are in the first year vocational class of typewriting. The content of the course can be varied to meet the personal needs if the personal-use pupils are scheduled in separate classes.

Because of the present tax laws bookkeeping and record-keeping can be of great value to students not in the business course. College preparatory pupils expecting to major in accounting in college will find it to their advantage to have taken bookkeeping as one of their electives. Salesmanship, likewise, has numerous personal uses. A knowledge of the



**TWO ADVANCED BOOKKEEPING STUDENTS GET SUPERVISED EXPERIENCE
BY WORK ON THE HIGH SCHOOL ACTIVITIES ACCOUNTS**

principles of selling is of use to the farmer selling his produce, to the church worker selling tickets for the church supper; personal-use selling will aid the graduate of the secondary school when he applies for a job in selling himself to the employer. Business law, from a personal-use standpoint, is needed because everyone is making contracts and dealing with negotiable instruments. Business economics is a neglected phase of our citizenship training, although most of our problems in life and issues for the citizen at the polls are economic in nature.

The pupil who expects to attend a college or university may find it to his or her advantage to elect shorthand for the purpose of taking notes in college classes. Typewriting will help this student by saving time in the preparation of his written college assignments, and at the same time provide neat and attractive work. It is recommended that more schools provide electives in business education so that pupils may take this work for personal use.

CHAPTER IV

GUIDANCE FOR BUSINESS EDUCATION

NEED FOR GUIDANCE

GUIDANCE has been defined by Professor A. J. Jones, in "Principles of Guidance," as the conscious personal assistance given the individual in the gradual accumulation of facts and experiences that will enable him to choose wisely when confronted with the necessity of solving a difficult problem. Day by day, situations should be created or utilized which will require desirable adjustments in relation to various aspects of life: vocational; course, curriculum and school; civic; moral; leisure; avocational; cultural; social; health; leadership; followership; etc. In a specific situation, such as choosing a life work, guidance is "the assistance given to pupils in finding facts, in analyzing problems, and in suggesting possible solutions."¹

Guidance in any field is a powerful force to be held fearfully in one's hands. It has possibilities for giving much strength and encouragement. The responsibility of the business teacher in guiding the student toward the proper vocation is great. The teacher's experience and training must have prepared him to assume this responsible task.

The teachers of business education can very effectively implement the school's guidance service; that is, the department of business education can supply practical specialized guidance. As a suggestion, placing all pupils who are taking any business subjects in homerooms of business teachers may be a partial solution if the school has no assigned dean or no department head who acts as a specialized business counselor. Schools have not impressed students with the importance of taking clerical and business subjects.

Pupils are likely to see only the present. Older persons can render service by helping them see the present and the future. Business teachers and guidance counselors must strive to attain methods of selling the broader concepts of business education to pupils, so that they develop an appreciation and understanding of the opportunities found in business other than those composed primarily of a perfected skill and repetitious duties.

The business department furthers the aims and objectives of the general guidance program through participation in guidance committee work, faculty studies of guidance, guidance projects, class advising, assembly

¹ Jones, A. J., "Vocational and Educational Guidance in Modern Life." *Guidance in Business Education*. Ninth Yearbook of the E.C.T.A., p. 15.

programs, parent-teacher programs, club and homeroom activities, home visiting, cooperation with the library, extracurricular activities, such as dramatics, school exhibits, school banking, and school publications. The business department is primarily concerned, however, with three important crises in the life of the individual student:

1. The choice of a field of work
2. The choice of a high school curriculum and program of studies
3. Securing an initial job

For effective guidance, information is necessary—information concerning occupational changes and occupational opportunities, information concerning job requirements, and information concerning the boys and the girls.

Considering vocational guidance as the practice of assisting a person to choose an occupation, prepare for it, enter it, and progress in it, it becomes necessary to break down into units the various functions of vocational guidance. The guidance program must provide adequate means for supplying the student with general occupational information. This phase of the guidance program should be covered as early as is practicable. Unquestionably, this information should be imparted no later than the tenth year. It would seem most desirable to cover this part of the program during the eighth or ninth year. A considerable amount of time should be devoted to the possibility of receiving school training for the types of work discussed. Occupational information must be presented in an interesting and simplified manner.

In helping the student to make a choice of occupation, it is necessary to consider the labor market as well as the pupil's ability, aptitude, interest, and personality. After the choice is made, it is essential that proper guidance be given so that the student receives an enriched program of training in relation to his occupational choice. This program of training would include not only the development of skills necessary, but factors such as remuneration, promotional opportunities, length of training necessary, necessary allied abilities, and development of an employable personality—the characteristics of a person who has the aptitude for the job, an adult attitude toward the work, and adequate education for the job.

Types of Guidance

The school of today is expected to develop each child to his utmost capacity along the lines of his own particular interests, aptitudes, and abilities. If such development is to be realized, it becomes necessary

for guidance to be recognized as a major concomitant of all good teaching.

In accepting this responsibility, the business educator sets forth to provide the various types of guidance necessary for the business student. He needs *educational* guidance in order that he may know how to study and how to use the common tools of learning. He needs *social* guidance so that he may adjust himself properly to situations he must face at home, in school, or in society. He must learn to work and play happily and effectively with others, and to cooperate with others as either a leader or an intelligent follower. He needs *civic* guidance in order to know and to exercise his rights and duties as a citizen. He needs *vocational* guidance in order to plan his vocational preparation intelligently. It is this phase of guidance with which the business teacher is primarily concerned, although it is only one* phase of the whole function of guidance.

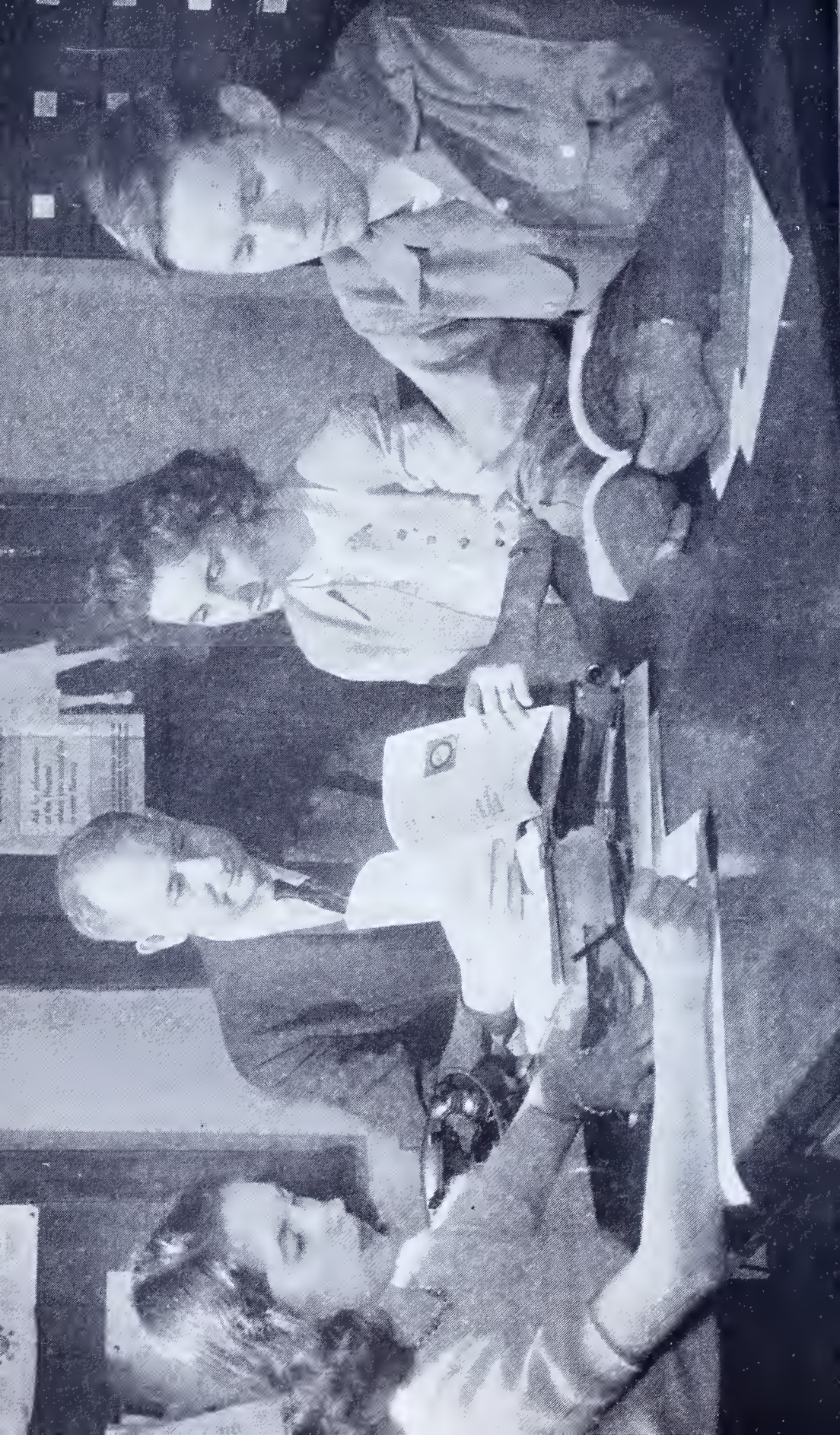
Opportunities in the Community

Many informative publications relating to guidance are in use, such as the program of studies, the booklet on school opportunities, the students' handbook, guidance bulletins, and the reading list on occupations.

Prevocational information is given by the exploratory or tryout courses and experiences in elementary business procedures.

Other means of giving students adequate and accurate information about vocational opportunities and their correlative educational requirements which have a place in the guidance program include:

1. "Open-house" day, during which the students from the lower grades visit the high school
2. Observation of work in occupations
3. Talks on courses and occupations by the high school principal and other selected speakers to the pupils of the junior high school and their parents
4. Extracurricular activities
5. Interviews of students with persons engaged in occupations. Guidance conferences
6. Information through the facilities of the library
7. Part-time employment after school, on Saturdays, and during summer vacations
8. Pictures, slides, and motion pictures
9. Job descriptions from Pennsylvania State Employment Service



Counseling

To be really effective, the program of guidance must include individual conferences in which the student's educational and vocational programs may be discussed and any disturbing maladjustments may be located, diagnosed, and remedied. These conferences will serve also to disclose further information about the individual and check upon the accuracy and completeness of the educational and vocational information possessed by the student and supplement it where needed.

Each pupil in the secondary school sophomore class who is taking *any* business subject should be interviewed by the counselor. It would be far more satisfactory to follow this procedure in the ninth grade before the pupil gets into the senior high school work and has chosen his subject.

After a child in the interview has indicated his desire to pursue office work, the counselor should find out why he thinks he would like to work in an office. One of the best forms of guidance is questioning, listening, and showing interest in the student's reply. If the pupil expresses himself freely with a sympathetic listener he may find his own solution—in fact, he must find his own solution.

The interview should be accompanied by a testing program with the counselor having clearly in mind what he is trying to find out. Tests should be used for predicting performance only on such jobs as those for which the tests were designed. Considerable preliminary work should be done by persons who are professionally trained in the analysis and interpretation of tests. A child may do successful work but do poorly in a test. The test is worth little without the conference.

The business education teachers play an important part in the guidance program of the senior high school. They must train students not in subject matter alone, not particularly for success as wage-earners, but for that far more important business—the business of living.

BUSINESS EXPLORATORY

Unless the pupil personnel in any course is what it should be, no sound business training can be expected. Without the establishment of specific achievable objectives for a business curriculum, it is not likely that it will serve any useful purpose in secondary schools, beyond that of a "dumping ground"—a position to which the business education department is too often relegated. Even with the best selection of pupils for a curriculum the objectives of which leave nothing to be desired, instruction presented by poorly prepared teachers will defeat the best efforts of the most competent curriculum makers to set up a program which will yield desired results in terms of vocational training and occupational achievement.

Today, when business education is occupying an increasingly important place in schools, it is essential to determine its underlying principles and practices. The vocational emphasis has come to include not only the acquisition of business skills and knowledges, but also understandings and attitudes related to the general economic and social nature of business. A proper adjustment in a business curriculum can be accomplished by establishing habits and understandings that will serve the pupils in the future.

The philosophy upon which the business curriculum is based should take into consideration the selection of a student's activities, his aims, and his needs, in order to shed new light upon the nature of the individual and the way he learns. There can never be any established rules of instruction that will remain the same for all people, in all situations. There is an urgent need for the school to serve society by helping each individual develop to the maximum.

The conventional curriculum in business education usually provides preparation for two business sequences: stenographic and bookkeeping. Both of these require persons with special abilities. What are teachers of business doing for those children who are not able to take these courses, those with less than average abilities in this type of work? True, they have added general clerical and distributive education courses to the program. But what have they done to help the student choose intelligently the area of training for which he is best fitted to make a happier and more profitable adjustment in the field of business?

The curriculum in business education is fundamentally concerned with making a pupil occupationally competent to the point where he can be of service to the employing public. A business exploratory course is a tryout course to be taken one semester by tenth-grade pupils who have selected the business education curriculum. This course is made up of experiences typical of the various areas of training for business and clerical occupations. Job samples have been selected from the courses in selling and shorthand. The experiences afforded by these job samples should enable a pupil to make a more intelligent choice of the business education sequence which he will pursue through the secondary school.

Numerous failures in certain business education courses, frequent complaints of employers about the incompetency of secondary school graduates in business education, and the growing suspicion that the number of secondary school graduates trained in business education is out of line with economic needs, have all raised questions about the selection, training, and adjustments of secondary school students in business education.

VALUES OF THE BUSINESS EXPLORATORY COURSE

In general, the course in business exploratory is not intended to impart and develop vocational skills. The major purpose is to give the pupil some knowledge about the work so that he can find out if he has the interest and potential ability to pursue it in a vocational class. In the short period this exploratory course is presented, the pupil can be given only some insight into the nature of the course. It must be remembered that for some students the course may not go far enough to be of much value in the prediction of success in this work. However, it will be better than the usual procedure found in many secondary schools where the students merely select a course because they think they will like the work, and where no guidance is furnished them.

One of the most disturbing problems to administrators can be alleviated with the exploratory work. Nearly every principal is faced at the end of the first report period with the problem of the student who is failing or, if passing, finds the course does not interest him, and wants to drop it. At this point, it is too late to start him in another subject, so he is forced to remain in the class until the end of the semester or year. The pupil is disappointed, learns nothing, and often prevents the other members of the group who have the interest and ability to move at the pace they should. This is particularly true with shorthand, which for the past decade or more has had a mortality rate of 40 per cent to 65 per cent from the beginning of the course to the attainment of vocational efficiency. Schools which have used exploratory work have found they have smaller beginning classes but fewer failures in shorthand. In some cases, the advanced classes are able to produce better work as they are able to cover more material with the select group which remains in the section.

As a Guidance Device

Success in business exploratory as a guidance device depends upon an alert and sympathetic teacher who recognizes the merit of such a course. If the course is to have any value the teacher must present some of the opportunities and procedures of the job in this class. Students should not be failed in this course if it is to be used as a means of informing the pupil and teacher of his capabilities in such work. Grades can be given for application and attitudes, but the student who finds he is not fitted for the work should not receive the severe penalty of a failing grade.

Introduction Into the Curriculum

If business exploratory is given in two fields, principles of selling and shorthand, the school with two sections in the tenth grade can assign the first group for shorthand with the shorthand teacher for the first nine



weeks, while the second group is taking principles of selling with the salesmanship teacher. At the end of the nine-week period the groups can be alternated so that the same shorthand teacher is used for the entire semester, while the teacher in the principles of selling is dealing with her specialty. In small schools the same teacher should continue with both fields of exploration. Not more than two fields of interest are to be used in the tryout course in any one semester. To try to give too many experiences may cause the tryout period to be too short for any worth-while guidance help.

Since typewriting and the elementary principles of bookkeeping should be given to all students expecting to enter the business world, the first semester of these courses can be used to inform the teacher and student whether the interest and the aptitude are such that the pupil can profit by more extensive study in these subjects. Subjects which have certain fundamentals which all business students should be given need not be given in the exploratory course.

Educational authorities agree that all courses which in any way serve the guidance function should possess value in themselves. This tryout course can possess such value. The unit in shorthand serves a dual purpose. For those pupils who do not choose to continue to study in the stenographic field, the amount of shorthand learned has some personal-use value by making them conscious of stenographic problems; for the stenographic pupil, the beginning of the shorthand course is accelerated.

The units on selling will be of value to the pupil as a consumer in buying merchandise. To some students this may be the only sales work they may get in school, should they not elect any further training. Anyone taking this course will receive information on the ability to handle people and general personality development which can be used in any of the business activities. The personal-use value of these units in selling will be as valuable as the guidance information which is derived from the course.

Conference periods can be used to present the business sequences offered by the school in order to prepare pupils for their chosen occupations. These conferences provide guidance for those who have selected their sequence with the approval of the teacher, or guidance for those who have not selected the sequence approved by the teacher. In addition, the conference period aids in determining, for administrative purposes, the number of pupils in each sequence.

General business can orientate the pupils to the world of business by informing them about the various business and clerical occupations

and about educational, vocational, and personality qualifications necessary for business.

Any school which follows the program of studies suggested in Chapter VI will have given the tenth-grade pupils general business and business exploratory in selling and in shorthand during the first semester. These courses will be followed by introduction of typewriting and bookkeeping. On the basis of these four courses, a good testing program, and personal counseling by the director of business education, more students should find their business education program fitted to their needs and capabilities.

THE ACHIEVEMENT RECORD SHEET

An achievement record sheet for each pupil can be used to record his improvement in certain characteristics deemed necessary for success in business work, his interest and proficiency in doing certain job samples, his achievement in all courses he has taken in the tenth grade, and his success in certain achievement and aptitude tests. A sample of this sheet as used in a senior high school in Pennsylvania is shown on the opposite page. The record sheet is given to each pupil during the first rating period, at which time he is told to fill in the blanks found at the top of the page, and then he has explained to him the meaning and purpose of this form.

Each rating period the teacher checks the personal characteristics found on the upper half of the sheet as to whether a student is Superior, Average or *Unsatisfactory*. Immediately under these characteristics the subject matter taught as a tryout course is listed. Each rating period, the teacher also records the grades in the appropriate space for these subjects. Following the list are all the subjects the student carries during the year. It is here that the teacher makes a duplicate copy of the report card marks each rating period. Finally, all the standard tests to which the student has been subjected are listed. As in all the other sections, a record is made of his scores. All of these factors are used during the counseling period by student, teacher, and adviser.

At the very bottom of the sheet are found the words Requested, Recommended, Approved. The student tells the teacher just what subjects he would like to elect the next year (Requested). Then the teacher, using the information, subjective and objective, which he has gathered during the tryout, writes what he thinks the student should take (Recommended) and signs the sheet (Approved), which is then turned over to the adviser for use in filling out the student's program for the ensuing year.

ACHIEVEMENT RECORD SHEET

Business Exploratory

PUPIL'S NAME

I.R.

PERIOD

YEAR

TEACHER

CHARACTERISTICS	1			2			3		
	S	A	U	S	A	U	S	A	U
Accuracy—Values accuracy in use of figures and details in verbal and written discourse									
Concentration—Gives close attention to work; not easily distracted									
Orderliness—Plans work and does it in a systematic manner									
Manual dexterity—Fingers and hands agile in use of office tools									
Mental alertness—Quick to see the point; requires only general directions; able to classify and generalize quickly									
Personality—Well-groomed; dressed in good taste; pleasing voice and manner									
Maturity—Able to work alone without supervision; not childish; punctual									

SUBJECT MATTER IN BUSINESS EXPLORATORY	1	2	3	SEMI-FINAL	FINAL
Record-keeping					
Selling					
Shorthand					
Merchandising					
Typewriting					
Handwriting					

COURSES	1	2	3	SEMI-FINAL	FINAL
Business Exploratory					
English					
Commercial Arithmetic					
Biology					
Economic Geography					

STANDARD TEST RECORDS	SCORE	PERCENTILE RANK SCORE
English—Smith, McCullough, Form C		
Math—Schorling, Clark, Potter, Form V		
Shortland Aptitude—Turse		
Preference Record—Kuder, Form BB		
Intelligence—Harmony, Nelson		

Requested..... Recommended..... Approved.....

A summary of the characteristics, comments made in the block marked for them, and the grades give a composite picture of the individual student to all interested persons.

PROGNOSIS

Those charged with the operation of our schools have an obligation to make the best possible use of the student's time and capacities. This means, among other things, that students should be discouraged from pursuing specialized vocational subjects where there is a low probability of success. Where this is done a good deal of human waste and frustration is eliminated and the vocational classes work with more efficiency.

Because shorthand dropouts have reached a high percentage in many instances and because many business graduates have not attained employable standards, the inescapable conclusion is that many of these students might have employed their time more profitably in some other subject field.

Is it possible to determine in advance those students who can, with reasonable certainty, successfully pursue vocational courses in business? There is no unequivocal answer. Prognosis is not a highly developed science so far as business subjects are concerned. Little has been done with predicting success on the job, but considerably more has been done in attempting to predict the capacity of students to do advanced work of a purely vocational nature. The results of prognostic tests for clerical and office occupations leave much to be desired, but they have some predictive value. Responsible business educators are reluctant to suggest their usage for individual prediction, but tests now on the market, used in conjunction with all other available evidence, yield fairly satisfactory results. Our concern is whether or not prognostic tests possess sufficient discriminatory value to warrant their use in deciding which individual will not succeed.

The student who has reached the eleventh or twelfth year in school is likely to have a considerable history on his cumulative record card. In his accumulated scholastic record, covering some ten years, there is information with predictive value. Likewise, his I. Q. is usually available. If the school has used aptitude or interest inventory tests, these results will also be known. It is not maintained that these items have any high degree of reliability for predicting how much success will be obtained in future work, but they often give clues as to which students are likely to fail. Where no other formal tests are available they can be of some help in guiding the student.

The I. Q. seems to be more reliable in predicting the ability of the student to use his skills in an employable manner than it does in predicting the ability of the student to learn the skill in the first place. Teacher's marks do not have a high degree of reliability for predictive purposes, yet if the student has had many different teachers and taken a variety of subjects, his grades will give information as to his work habits and general capacity to handle subject matter. If the I. Q. is used in conjunction with total school record and expressed interest of the student, there is prognostic value for weeding out the unfit. In a subject such as advanced bookkeeping considerable weight can be given to performance in the elementary work. Tryout units of the business exploratory course are often used for this purpose. Performance in tryout courses, alone, does not seem to be sufficient. Tryout course grades, along with I. Q. and general scholastic ability, will yield better than chance prediction in selecting those who will not do well in advanced work.

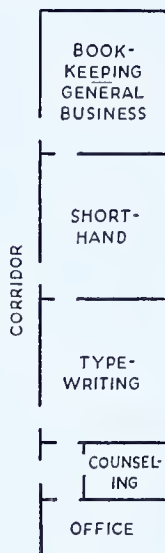
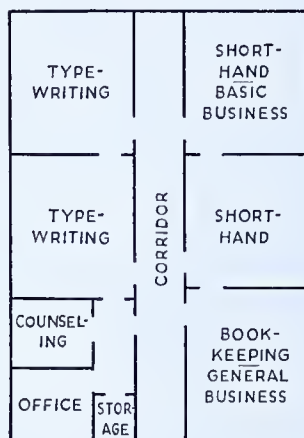
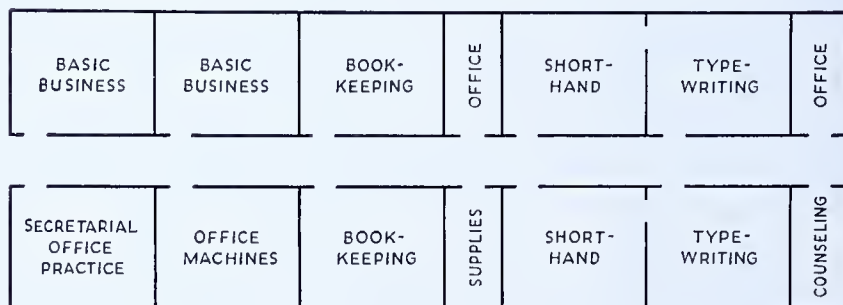
Published Prognostic Tests

Published prognostic tests in business education have been generally limited to the stenographic and general clerical fields. For listing of tests see pp. 176-177. A number of aptitude tests, both for special fields and general usage, are available through the State employment services. Their norms were secured by using people successfully employed in these capacities and are not generally applicable to students before graduation from the secondary school. Nevertheless, a consultation with a guidance counselor of the nearest employment service might yield some worthwhile information.

Prognosis and Personal-Use Courses

For those courses offered in business education which have personal-use value, there should be little or no attempt made to limit enrollment. Included in this classification would be such subjects as elementary type-writing, bookkeeping, business law, principles of selling, economic geography, and consumer education.

ROOM LAYOUT AND ARRANGEMENT

TWO OR THREE
TEACHER DEPARTMENT ¹FOUR, FIVE, OR SIX
TEACHER DEPARTMENT ¹LARGE SECONDARY SCHOOL BUSINESS DEPARTMENT ²

¹ Adapted from Vocational Office Training (Virginia), Monograph 70, Cincinnati: South-Western Publishing Company, 1948, p.9.

² Kahn, Gilbert J., "High School Business Department Layouts" The American Business Education Yearbook, 1948, p.56.

CHAPTER V

LAYOUT, EQUIPMENT, AND SUPPLIES FOR BUSINESS EDUCATION

LAYOUT

BUSINESS Education in Pennsylvania is well established, although in many instances the full development of a desirable program has been limited by the type and location of classrooms, the lack of necessary equipment, and the meagerness of supplies furnished for instruction. Instead of haphazard planning of layout and equipment for the business education department, administrators and teachers should cooperate in their planning and should secure the assistance of school architects and business education leaders.

This chapter is written with the hope that it will stimulate the imagination and observation of teachers, administrators, and school officials to the end that better housing, adequate equipment, and sufficient supplies will be intelligently planned in the utilization of existing school buildings and in the consideration of new buildings.

GENERAL PRINCIPLES OF LAYOUT

Number of Rooms

The number of rooms required to house the business education department is one of the first important questions confronting the administrator. The table¹ on page 52 will serve as a guide.

Whether the business education department be small or large, the rooms should be adjoining. If typewriting and shorthand rooms are adjacent to each other, the teaching of transcription will be facilitated. While it is highly desirable that the business department be located so that there will be a minimum of disturbance from outside noises and the maximum amount of natural lighting, the same claim may be made by all other departments in the school. The business education department believes its claim can be justified by the great amount of paper work required in the teaching of the skill subjects and by the need for undisturbed quiet in shorthand dictation.

¹ Plask, John R., and Freeman, M. Herbert, "Basic Principles of Planning the Business Department Rooms," *The American Business Education Yearbook*, 1948, p. 14.

Guide to Number of Rooms Required for Business Education

Total Senior High School Enrollment	Total Business Enrollment	No. of Shorthand Rooms Required	No. of Typewriting Rooms Required	No. of Bookkeeping Rooms Required	No. of Basic Business Rooms Required	No. of Secretarial Practice Rooms Required	Other Required Rooms	Total Rooms Required
150	60*	1 Combination		1 Combination		0	0	2
500	200	1	1	1 Combination		0	0	3
1000	400	2	2	1	2	0	0	7
1500	600	2	2	2	2	2	Office for Chairman; Supply Room	12
2000	800	3	3	2	2	2	Office for Chairman; Supply Room	14

* This table assumes that approximately 40 per cent of the total enrollment will take at least one business subject.

ROOM LAYOUT AND ARRANGEMENT

(See page 50 for illustration)

Room layout increases in importance as more rooms are needed to house the department. Typewriting and shorthand rooms should be adjoining to provide for quick and easy shifting of classes from shorthand to transcription. Typewriting, stenographic office practice, bookkeeping, and shorthand are another grouping combination which has the advantage of transcription ease plus that of making available to the bookkeeping students, in their free periods, the adding and calculating equipment in stenographic office practice.

Good lighting is essential to educational progress. Improving the lighting involves both quantity and quality of light. Elimination of glare and brightness contrasts are essential to eye comfort. *American Standard Practice for School Lighting* for 1948 specifies the maintenance of a lighting level of at least 30 foot-candles in classrooms and 50 foot-candles for typewriting rooms.¹ Adequate and well-diffused light must be pro-

¹ Illuminating Engineering Society, *American Standard Practice for School Lighting*, 51 Madison Avenue, New York 10, New York, 1948, p. 13



WELL-LIGHTED ROOMS AID BUSINESS LEARNING

vided in business education rooms in order that the necessary copy and drill work may be done with comfort. Light from the left is best in each room except in typewriting rooms, where light is desirable from the right because of the position of copy.

To control sunlight, shades of a light color, operating up and down from the center, are needed so that light may be diffused and not excluded. If the room is to be used for projection, dark shades are necessary in addition to the light-colored shades.

Business and industry are becoming increasingly aware of the part color plays in the daily efficiency of the worker. There is a decided lag in the application of this knowledge to the classroom. Properly balanced color and light tend to develop more alertness and enthusiasm, lessen fatigue, and induce better care of the building through greater pride on the part of pupils and staff. There is some question whether a

business department in a school can go as far as business has gone in color selections and decorating. Certainly the colors used should be cheerful, diffuse light, and be nondepressive.

Some blackboard space is necessary in each business education room. Special needs of the various subjects must be studied in order to make provisions for adequate board space as well as to avoid installing costly boards which will not be used. It may be advantageous for certain business education rooms to have blackboards ruled—such as ledger and journal rulings for bookkeeping, and lined boards for the school shorthand class.

Adequate bulletin board space should be provided for each room. For most effective use by pupils, the bulletin board should be advantageously placed in plain view and be easily accessible. The kind of material used should be durable, resilient, and self-sealing. The bulletin board should be large enough for displays, but not so large that the top part is never used.

Storage space is necessary for each business education room. The type and amount of supplies, frequency of their use, and accessibility have a bearing on the kind of storage space selected. Book shelves are needed to care for reference books and the library of the class using the room. Certain business courses will need files for their classroom work.

The increased use of audio-visual aids requires the installation of an electrical outlet in each room. Additional outlets must be provided to take care of present and future needs. The nature of the work carried on in the room will determine the number and placement of these electrical outlets. Office practice, with its many electrically operated business machines, requires a large number of them.

Provision should be made for office space for the head of the business department or director of business education. In addition to the usual desks and chairs and other office equipment, there should be sufficient filing space for instructional materials, pupils' records, placement and follow-up data, and business information concerning the community. Telephone connection should be provided for the business education office in order that the necessary contacts can be made with the stores and offices of the community for pupil placement and handling of work-experience programs.

In the small secondary school with a one-teacher business education department, there is need for a combination room where social business subjects as well as skill subjects can be taught. Sixteen to twenty typewriter drop-head desks can easily be accommodated in a full unit room.



COMBINATION ROOM FOR SMALL SCHOOL

The use of this type of equipment makes possible the meeting of the entire classroom needs of the department. A classroom of a unit and a half in size in the one-teacher business department is best for providing enough typewriters for economic efficiency and some space for business machines suited to community needs.

Proper room facilities and proper equipment are essential in the teaching of any business subject. There are subjects taught in the business department which do not require special room arrangement, size, or equipment. However, rooms given over entirely to these subjects may possess certain advantages due to the liberties allowed in arrangement and display. Some of these subjects are shorthand, business mathematics, business economics, business law, consumer education, and general business. Other subjects which usually require specialized rooms are typewriting, stenographic office practice, clerical office practice, economic geography, bookkeeping, and retail selling.

Equipment in the specialized rooms must be designed to fit the instructional needs as well as the principles of a modern business office.

It is important that the design of the room and the placement of the equipment conform to the workshop principle, with such equipment as work tables, reference books, visual aids, and the small accessories of the business office.

LAYOUT NEEDS FOR PARTICULAR SUBJECTS

Typewriting

The typewriting room, like any other classroom requiring special equipment, needs careful and thorough planning to meet school and community demands. In some schools it may be necessary for the stenographic office practice and transcription classes to use the typewriting room. Experience has indicated that a classroom equipped with drop-head typewriter desks should allow approximately 25 square feet per pupil, whereas a typewriting room equipped with tables may allow less space per pupil. A classroom equipped with typewriting drop-head desks is often referred to as a "combination" business education room.

In many cases the room size should be from $1\frac{1}{4}$ to $1\frac{1}{2}$ units, with a maximum accommodation for 40 pupils. Two or more electrical outlets are needed in the rear of the room for projection and other electrical equipment. In the combination room more outlets will be necessary to take care of the business machines. Plenty of storage space or cabinets must be provided in the typewriting room to take care of the large amount of equipment, supplies, and materials needed for typewriting instruction. A large amount of pupil papers, achievement progress charts, and instructional materials for display requires an oversize bulletin board. In planning new typewriting rooms, a sink providing hot and cold running water, as well as a paper towel dispenser, is recommended.

Office Practice

The various pieces of equipment and the traffic in this room make it desirable to have a room size of $1\frac{1}{2}$ units. Plenty of storage cabinets or closets are needed for the many supplies used and, perhaps, for machine storage in the smaller schools. Throughout the room, plenty of electrical outlets need to be spaced around the sides, at the rear, and in the floor to provide for flexibility of arrangement. More than average bulletin board space is needed for this classroom. A wash basin, paper towel dispenser, and mirror are essential because of the duplicating and machine equipment work.



SHORTHAND REQUIRES WRITING SPACE

Bookkeeping

This room should be oversize in order to provide enough space for tables or desks with enough writing space to take care of the journal, ledger, and working papers. Extra electrical outlets should be placed in rear or side walls to provide for such adding and calculating equipment as may be planned for the teaching program. Plenty of blackboard space is needed in the teaching of this subject.

Shorthand

The room should be one unit in size. Blackboard ruling, 4" apart, makes for greater convenience in the great amount of writing necessary.

Economic Geography

A room size of $1\frac{1}{4}$ to $1\frac{1}{2}$ units is suggested with several glass door cabinets for display of materials. Storage cabinets are required for maps and supplies. Bulletin board and blackboard space are important requirements for this room.



Retail Selling

A classroom for a store-training group should be larger than the usual size. Several built-in display cases are needed. Some of the best planned retail-training rooms have display windows that face the corridor or main hall of the building. School and life are brought into harmony when tables and chairs, window displays, real merchandise, packages, and store equipment are provided in an atmosphere of business in the classroom.

EQUIPMENT

All business education rooms need certain general equipment to conform to the needs of the subject or subjects taught in the classroom. Pupil chairs and desks should be solidly constructed and provide support for proper posture and comfort. For the teacher's desk, a standard-size double-pedestal desk is preferred because of the extra drawer space. The teacher's chair, adjustable for height, should be selected to match the finish of the desk. A metal, four-drawer, letter-size cabinet, provided with lock should be in most business education rooms. Such equipment is necessary for the filing of tests, records, and materials used in the classroom. Pencil sharpeners, waste baskets, dictionaries, and other reference books should be a part of the equipment of all classrooms.

The equipment of a one-teacher, one-room business department in which shorthand, bookkeeping, and typewriting are taught must provide a desk to support the typewriter at the proper height and space for holding copy; for bookkeeping, consideration must be given the problem of space for a practice set; for shorthand there is need to provide a working area for the notebook.

If the room is to be used for office practice the following might be considered as a basic list. It is assumed that each school district will purchase equipment on the basis of a community survey. The list of equipment in the order of purchase for most communities should be:

Filing equipment
Stencil duplicators
Mimeoscope
Liquid process duplicators
Wide-carriage typewriter
Voice-recording and Voice-writing machine
Adding machines—full keyboard and 10-key

Key-driven calculators
Rotary or crank-driven calculators
Electric typewriter
Postage scales
Miscellaneous—simple addressing machines, check writer, multiple hole punch, and paper cutter



EQUIPMENT NEEDS FOR PARTICULAR SUBJECTS

Typewriting

Not more than forty machines should be placed in any room. For beginning classes all of the machines should be of the same make, but the advanced classes should have the opportunity to use two or more of the standard or popular makes, as well as machines with elite type and 14- or 18-inch carriages. If there is only one typewriting room, the best interests of the pupils require two or more makes of machines.

Typewriters should be purchased on the basis of the preference of the make in the business offices of the community where the pupils are employed, the serviceability of the machine, and the availability of satisfactory repair service.

Desks for the small school might well be of the drop-head style in which the typewriter may be lowered and covered with a hinged lid to provide a working surface for shorthand, bookkeeping, or any other subject.

Several styles of individual typewriting tables are available in varying widths and depths. The height is of especial importance because most of the authorities agree that it should vary from 26" to 30" to accommodate the different heights of pupils in the class. Desks may be secured with or without drawer space, the latter having a small shelf beneath on the right-hand side for the placement of books or materials.

An adjustable demonstration stand is a necessity for every typewriting room. The base should be heavy and the feet with spread sufficient to prevent any possibility of tipping over. Such stands may be constructed in the school shop.

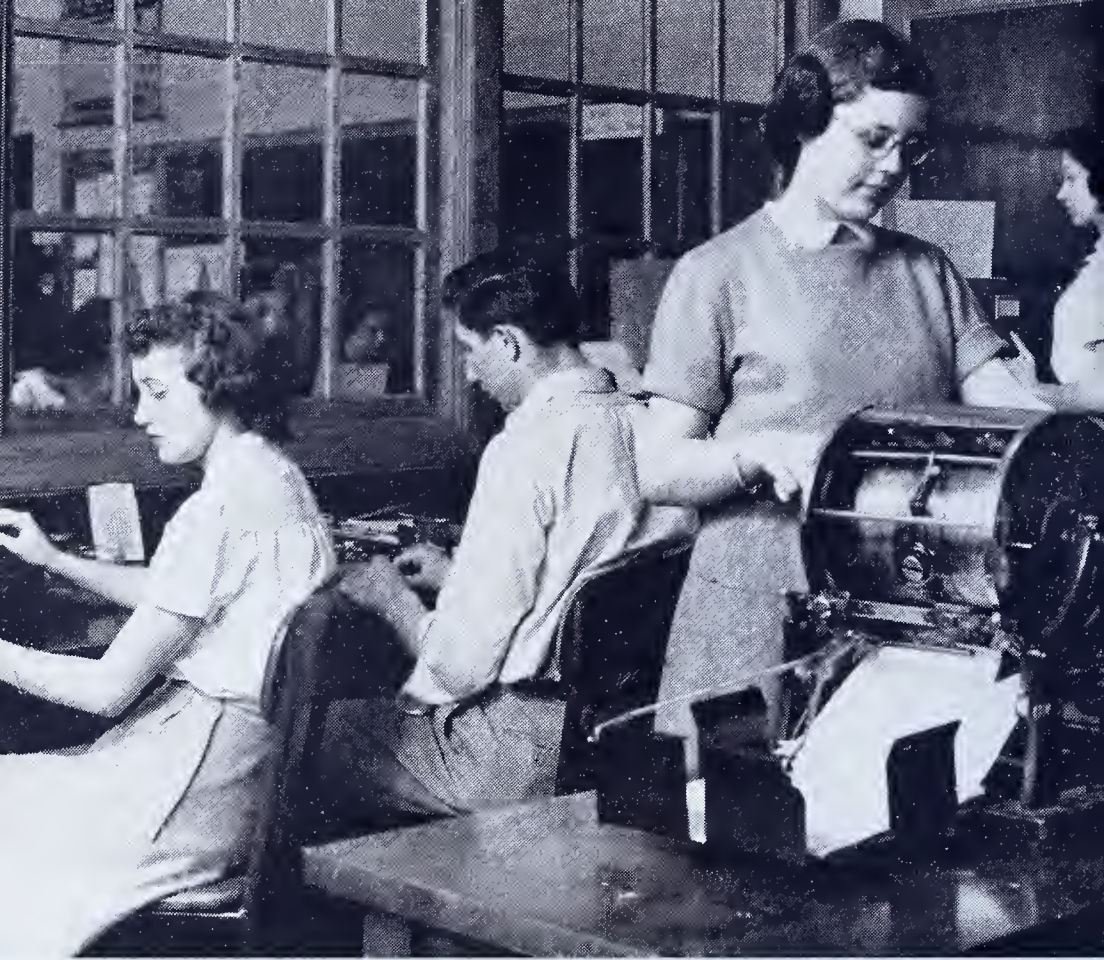
Sufficient filing cabinets should be supplied to provide one drawer for each class during the day to store folders of papers.

Copyholders, if not permanently attached to the table by the manufacturer, should be of sufficient weight to remain in place in spite of desk vibration, and should have their base cushioned to prevent marring the table top. These may be made of metal or wood in the school shop at greatly reduced cost.

Several dictionaries should be available and placed on tables or shelves in the front and the rear of the room; they must be used and they must be convenient for use.

Miscellaneous items include: one or more staplers; an interval timer; wall charts of the keyboard, of machine parts, of correct posture at the machine, etc.; a kit of tools for minor repairs; cleaning and oiling equipment; and filing trays.

INDIVIDUAL TABLES FOR THE TYPEWRITERS



OFFICE PRACTICE REQUIRES MACHINE EQUIPMENT

Shorthand

The regular classroom equipment will be sufficient for this subject. Flexibility of arrangement will be afforded by the use of tables, 2' x 8', seating 4 pupils. These tables could be shifted as the need arises to provide for study groups, dictation groups, ability grouping, etc., in a laboratory situation.

Bookkeeping

Several types of bookkeeping desks are available. The important consideration in the selection is the necessity to provide the pupil with adequate working space for the many papers in use. The standard classroom desk is unsatisfactory because the raising of the lid disturbs materials on top; however, the addition of a book rack to the front of the desk would supply the needed extra space to render it satisfactory. It is recommended that if special desks are purchased, the top dimensions should be not less than 22" x 32", and that if a book box is included, it should

be open in front to permit easy access. One adding machine for each ten pupils is recommended.

Stenographic and Clerical Office Practice

Training in the use of the most widely used office machines and equipment becomes an essential part of the work. The following facts must be ascertained to determine the amount and kind of equipment to purchase:

1. Use of particular makes and models in the community employing the graduates
2. Time required to secure a working knowledge or marketable skill on each machine
3. Number of pupils available for training
4. Initial cost and upkeep
5. Job opportunities

Miscellaneous equipment includes: dating stamps, time stamps, postal scales, numbering machines, rubber stamps, stamp pads, paper knife or cutter, and staplers.

Duplicating machines include several different types, and in many cases the type of machine is most commonly spoken of under the trade name of some particular company even though the product of a competing company is meant. One mimeograph and one mimeoscope will serve the needs of secretarial office practice.

Fluid duplicators for short-run work supplement the mimeograph. The initial cost is lower, the machine is easy to operate, and the cost of supplies is relatively low. One machine should be included in secretarial office practice. If gelatin duplicators are in use in a particular community, then the machine should be added to the training equipment.

The type-set duplicator or multigraph, and the off-set duplicator or multilith produce excellent copy in long runs, but the length of training required does not justify their purchase for the business education department in the secondary school. The vocational school, however, can use this equipment to good advantage.

Machine transcription or voice writing instruction has a place in the business department. It is suggested that one transcribing unit, consisting of machine, a set of 18 practice records, and a text, be purchased for each 10 pupils in the class, to be used on a rotation basis. The brief time necessary to train to use the shaving unit does not justify its purchase. If the dictation unit is used for training purposes or for speech-correction work, then the shaving unit must be purchased.



PUPILS OPERATING POSTING MACHINES

Filing is a "must" in the training for stenography. Excellent training is afforded by miniature filing sets. The sets for twenty periods of instruction represent the minimum training in filing which should be given, though, at the same time, it probably represents the maximum time which can be allotted to it in secretarial office training. One practice set should be available for each pupil.

The switchboard represents the most neglected area of training in business education. If switchboard equipment cannot be purchased, arrangements should be made whereby pupils may receive training on the switchboard of the school's office or of some business establishment.

It is assumed that typewriters of the various makes are to be used, with pica and elite type, and some with carriage lengths of 14 and 18 inches.

Clerical office practice requires the equipment listed for secretarial office practice plus adding and calculating machines. Adding machines are manufactured by a considerable number of companies, and selection for purchase is based on frequency of use in the community employing the graduates. The full-bank and ten-key adding and listing machines are both recommended for the classroom.

Calculators are classified as key-driven or crank-driven (rotary). Both types require about 50 hours of training for mastery.

Adding and calculating machines may be purchased in hand-operated or in electric models. A well-rounded program requires some of each model.

It is recommended that on a 24-machine basis, the distribution be as follows: 3 full-bank adding-listing, 3 ten-key adding-listing, 6 rotary calculators, and 12 key-driven calculators. Business offices probably use the adding-listing machine more widely and frequently than they use the calculators.

Social Business Subjects

The regular classroom equipment will take care of the needs of this group of business subjects. In the guides for courses of study, Chapter VIII, this bulletin lists the major equipment and supplies needed for instructional purposes for each subject. It is recommended that any school desiring to purchase equipment and supplies make a thorough study of the community and the placement of its graduates to determine needs. Valuable aid can be obtained in the American Business Education Yearbook, 1948, which is entitled *Physical Layout, Equipment, and Supplies for Business Education*.



MACHINE TRAINING IS NEEDED IN FUNDAMENTAL PROCESSES

SUPPLIES

The following list of business education supplies includes only the major needs.

- | | |
|--|---|
| <p>Alcohol, Denatured
 Band, Rubber, Assorted ($\frac{1}{4}$ lb.)
 Basket, Wire, Letter
 Bell, Call (Typewriting rooms only)
 Binder, Bookkeeping ($8\frac{1}{2}$ x 11)
 Brush, Typewriter, Royal
 Brush, Typewriter, Long Wood Handle, Paint Brush Style
 Brush, Typewriter, Tooth Brush Style
 Brush, Typewriter, Twisted Wire Handle
 Cards, Manila, Postal Size (500)
 Cards, Ruled 5 x 3 (For Jogger or File Boxes—100)
 Cheesecloth
 Clips, Gem
 Cord, Cotton ($\frac{1}{2}$ lb.)
 Cover, Manuscript 9 x $15\frac{1}{2}$ (100)
 Cover, Typewriter
 Cover, Typewriter, Noiseless
 Crayon, Blackboard, Assorted Colors (1 gross to school)
 Cutter, Paper—15"
 Dater
 Envelopes, Small Plain No. 6$\frac{3}{4}$ (500)
 Envelopes, Small Window (500)
 Envelopes, Large Plain No. 10 (500)
 Envelopes, Large Window (500)
 Eraser, Typewriter, Circular
 Folder, Letter Size
 Folder, Legal Size
 Guides, Alphabetical, Letter Size (25 division)
 Guides, Index 5 x 3 (for Jogger or File Boxes) Fifth Cut (100)
 Ink, Black Stamp Pad (1 oz. bottle)
 Jogger or File Box, Metal 5 x 3
 Oil, Machine (4 oz.)
 Pad, Stamp, Black
 Notebook, Shorthand—Student's
 Paper, Adding Machine (Specify width)
 Paper, Bond, Legal Ruled, $8\frac{1}{2}$ x 13
 Paper, Carbon, $8\frac{1}{2}$ x 11
 Paper, Carbon, $8\frac{1}{2}$ x 13
 Paper, Ditto, (500) (Duplicator)
 Paper, Onion Skin, $8\frac{1}{2}$ x 11
 Paper, Bond, $8\frac{1}{2}$ x 11 (250)
 Paper, Typewriting Practice, $8\frac{1}{2}$ x 7.
 White</p> | <p>Paper, Typewriting Practice, $8\frac{1}{2}$ x 11, White
 Paper, Typewriting Practice, $8\frac{1}{2}$ x 13, White
 Paper, Typewriting Practice, $8\frac{1}{2}$ x 11, Yellow
 Paper, Journal, 2 column
 Paper, Journal, 4 column
 Paper, Journal, 6 column
 Paper, Ledger
 Paper, Journal, 10 column
 Paper, Mimeograph, $8\frac{1}{2}$ x 11
 Paper, Mimeograph, $8\frac{1}{2}$ x 13
 Paper, Mimeograph, $7\frac{1}{2}$ x $9\frac{1}{2}$ Punched
 Paper, Wrapping, 24 inch (one to a school)
 Pens, Writing (steel)
 Penholder, Black
 Penholder, Red
 Punch, Paper
 Rack, Wrapping Paper, 24 inch (one to a school)
 Ribbon, Adding Machine (specify make of machine)
 Ribbon, Typewriter (specify make of machine)
 Rulers, Brass Edge, 12 inch
 Shears—8 inch
 Sponge Cup
 Sponge for Cup
 Stapler
 Staple (Standard—attached 5,000)</p> <p style="text-align: center;">(DUPLICATOR SUPPLIES)
 <i>Ditto Process</i></p> <p>Carbon, Ditto (25 sheets)
 Paper, Direct Process Master Ditto
 Cream, Ditto (Hand)
 Film, Ditto (12 to Package)
 Ink, Ditto, Purple
 Roll, Ditto Gelatin, 9-inch White Fiber
 Pencil, Ditto, Purple</p> <p style="text-align: center;"><i>Mimeograph Process</i></p> <p>Cover, Protective, Flexible No. 755 (100)
 Fluid, Correction, Blue
 Fluid, Correction, Yellow</p> |
|--|---|

Guide, Lettering, No. 724 (Italic, $\frac{1}{4}$ inch)

Stylus, Lettering Guide No. 470

Stylus, Ruling No. 405B

Stylus, Ball Point, No. 410S

Ink, Mimeograph, Black

Pad, Mimeograph Cloth, No. 781—
Hemmed

Pad, Mimeograph Cloth, No. 1791 (with
metal band)

Writing Plate, Flexible, No. 603

Stencil, Legal Size, No. 960 (Blue)

Stencil, Letter Size, No. 961 (Blue)

Stencil, Legal Size, No. 1060K (Yellow)

Stencil, Letter Size, No. 1061K (Yellow)

Wrapper, Filing No. 1660

CHAPTER VI

SUGGESTED CURRICULUMS IN BUSINESS EDUCATION

INTRODUCTORY

THE suggested business education programs for the secondary school are shown in order to help the school administrators and business teachers as they study the problems of the local school and community so as to provide for the needs of the pupil. Any program of studies presented should be used merely as a guide. Local job opportunities, pupil interest, size of the school and teaching staff, and subjects offered in the past are some of the factors which may necessitate deviations from the recommendations.

In order to determine what business subjects should be given in a secondary school, each school should make two surveys—a community survey and a follow-up of graduates and dropouts. A community survey is needed for the area in which the graduates seek employment to determine the opportunities for business work and the kinds and levels of jobs filled by the graduates. A follow-up study of graduates and dropouts should be made to ascertain the types of positions obtained and training needed for successful placement and advancement. It is unwise for any business department to adopt a sequence of business courses used in another school merely because it is successful there.

In Pennsylvania secondary schools, it is recommended that specialization in business education be restricted to the eleventh and twelfth years. The junior high school curriculums should provide general education for citizenship and social living. It is recommended that English, social studies, general science, and general mathematics be given in the ninth grade. The content of the general mathematics course should be for everyday personal and business living, with emphasis upon consumer arithmetic dealing with fractions, decimals, percentage and discounts, insurance, taxes, installment buying, and other social living problems. The tenth year in business education should provide the general business knowledge and exploratory work for the specialization in the last two years of the high school.

The small secondary school is handicapped when it attempts to offer a varied and flexible business education program for all pupils. Since there is usually one instructor available in business education, the alternate-year offerings of business courses will provide diversification

and economy of teacher's time. This is practical only when the total enrollment for two groups is small enough for effective teaching. It is a means of keeping the teacher's load within practical limits for efficient instruction. Ordinarily, teachers of business subjects in small schools are required to teach too many different subjects to too few pupils. For the small school the combining of grades for two years and giving the courses in alternate years, will result in larger classes, and since the combination is always with the grade above or below, there will be a difference of only one year in the age of the pupils.

PROGRAMS FOR THE SMALL SECONDARY SCHOOL

Two suggested minimum programs for the small secondary school are given below (I A and I B). The non-shorthand program is recommended for the small school where stenographic opportunities are limited. It provides a general business background of value to the pupil in his personal life as a consumer and citizen.

I A

One-Teacher Business Education Program (Shorthand)

<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
English	English	English ¹
Social Studies	Social Studies	Business English ¹
Physical Ed. & Health	Physical Ed. & Health	Physical Ed. & Health
Biology	Typewriting 2 & 3	Shorthand 3 ¹
General Business ¹	Shorthand 1 & 2	Office Practice ¹
Typewriting 1 ¹	Principles of Selling ¹	Transcription ¹
Elective	Consumer Education ¹	Business Mathematics ¹
		Bookkeeping 1 & 2
		Elective

I B

One-Teacher Business Education Program (Non-shorthand)

<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
English	English	English ¹
Social Studies	Social Studies	Business English ¹
Physical Ed. & Health	Physical Ed. & Health	Physical Ed. & Health
Biology	Typewriting 2 & 3	Business Law ¹
General Business ¹	Principles of Selling ¹	Business Economics ¹
Typewriting 1 ¹	Consumer Education ¹	Bookkeeping 1 & 2
Elective	Elective	Business Mathematics ^{1,2}
		Office Practice ¹
		Elective

¹ One-half year subject.

² Required only of pupils showing a deficiency in Business Mathematics.

PROGRAM FOR A SCHOOL WITH MORE THAN ONE BUSINESS TEACHER

A school with two or more business teachers can provide more social business subjects with the vocational courses (II). The following sequence is recommended:

II

Suggested Program for the Two-Teacher Business Education Department

Grade 10

English
Social Studies
Physical Ed. & Health
Biology
General Business¹
Economic Geography¹
Business Exploratory¹
Typewriting 1¹

Grade 11

English
Social Studies
Physical Ed. & Health
Shorthand 1 & 2
Typewriting 2 & 3
Principles of Selling¹
Consumer Education¹

Grade 12

English¹
Business English¹
Physical Ed. & Health
Shorthand 3¹
Office Practice¹
Transcription¹
Business Mathematics^{1,2}
Bookkeeping 1 & 2
Business Law¹
Business Economics¹

¹ One-half year subject

² Required only of pupils showing a deficiency in Business Mathematics.

The Curriculums for Small Schools

In the small school it may be necessary to have the business English taught in English classes of the other courses. If this is necessary, the content of the English course should be varied to meet the needs of the pupils. Business pupils need to have special drill in grammar, spelling, vocabulary building, and general fundamentals as applied to business use. Future workers in business offices and stores need a different emphasis on English instruction from that for the college preparatory student. The course in business English should give a good review of fundamentals and, at the same time, include the techniques of writing business letters, reports, advertisements, and the preparation of oral sales talks.

It is preferable to have business English taught by qualified business teachers so that the errors of shorthand transcription can be studied and corrected. Business English may be offered for the full year in the twelfth grade. Where business English is offered for both semesters, some provision should be made for the teaching of reading and literature adapted to business in addition to minimum requirements of the school's literature course. In some schools it may be an administrative or teaching personnel problem to give English for one semester followed by business English. For such schools, either business English or the usual English course should be given for the entire year, with the con-

tent varied to give the pupils a thorough background in oral and written expression based upon their needs.

To relieve the overload in the small school it may be necessary to have some of the business subjects taught in the mathematics and social studies sections. Care must be taken that business problems are used in the mathematics classes for those pupils who expect to make business a career. Special drill in accuracy and speed in the use of the fundamental processes, as well as the arithmetic common to consumer and business situations, must be emphasized for the pupil majoring in business.

If the business teacher's schedule is too overloaded to offer the social business subjects, provision should be made in the social studies class to present those business activities usually covered in such business courses. These courses must provide the knowledges, understandings, attitudes, and related information needed by the pupil in addition to the bookkeeping, shorthand, and typewriting.

For those students who discover through the Exploratory Business Course a lack of interest and ability to handle the secretarial work, Bookkeeping 1 may be given in place of Shorthand 1, and in the twelfth grade either Clerical Office Practice or Bookkeeping 2, according to needs of the students and the community. In the twelfth grade, if the program is free from subjects which are not directly in the business education field, an opportunity can be given the students in the final semester to take advantage of cooperative work experience.

BUSINESS EDUCATION CURRICULUMS IN LARGER SCHOOLS

In larger schools more specialized sequences can be provided to meet the needs of the pupils. Each of the differentiated programs provides some general education, social business education for personal living, and vocational training for entering the office or store. The four areas of specialization are: Stenographic, Bookkeeping, Clerical, and Retailing. Suggested two-way (III), three-way (IV), and four-way (V) programs are outlined on pp. 73-75. Few secondary schools, with the exception of the very largest, can afford the teaching staff and other facilities to include all four of these suggested programs.

SUGGESTED PROGRAM OF BUSINESS EDUCATION WITH TWO MAJOR SEQUENCES

(Stenographic and Bookkeeping-Clerical)

RECOMMENDED GENERAL EDUCATION SUBJECTS				
<i>Tenth Year</i>	<i>Eleventh Year</i>	<i>Twelfth Year</i>		
English Social Studies Physical Ed. & Health	English Social Studies Physical Ed. & Health	English Physical Ed. & Health	Business Physical Ed. & Health	
RECOMMENDED BUSINESS EDUCATION SUBJECTS				
AREAS OF SPECIALIZATION				
Gen. Business Bus. Exploration	Bookkeeping 1 Typewriting 1	<i>Stenographic:</i> Shorthand 1 Typewriting 2	Shorthand 2 Typewriting 3	Shorthand 3 Transcription 1
		<i>Bookkeeping- Clerical:</i> Typewriting 2	Typewriting 3	Business Law Clerical Practice
				Transcription 2 Office Practice Business Mathematics ¹
			Business Economics Office Practice Business Mathematics ¹	
ELECTIVE IN BUSINESS ²				
		Bookkeeping 2 Econ. Geography Principles of Selling	Bookkeeping 3 Econ. Geography Cons. Education	Office Practice Retailing 1 Bookkeeping 4 Econ. Geography
				Consumer Education Retailing 2 Work-Experience

NOTE: An approved type of part-time work-experience properly supervised and coordinated is recommended during the twelfth or final year of the Business Education Program of Studies.

¹ Required only of pupils showing a deficiency in business mathematics.

² Any subject listed in other programs than the major sequence elected.

IV

SUGGESTED PROGRAM OF BUSINESS EDUCATION FOR THREE-SEQUENCE CURRICULUM
(Bookkeeping, Stenographic, Clerical-Selling)

RECOMMENDED GENERAL EDUCATION SUBJECTS			
<i>Tenth Year</i>	<i>Eleventh Year</i>	<i>Twelfth Year</i>	
English Social Studies Physical Ed. & Health	English Social Studies Physical Ed. & Health	English Physical Ed. & Health	Business English
RECOMMENDED BUSINESS EDUCATION SUBJECTS			
AREAS OF SPECIALIZATION			
Gen. Business Bus. Exploration	Bookkeeping 1 Typewriting 1	Bookkeeping 3	Business Mathematics ¹ Office Practice
	<i>Stenographic:</i> Shorthand 1 Typewriting 2	Shorthand 2 Typewriting 3	Business Mathematics ¹ Transcription 2 Office Practice
	<i>Clerical-Selling:</i> Typewriting 2 Principles of Selling	Typewriting 3 Retailing 1	Office Practice Business Mathematics ¹
ELECTIVE IN BUSINESS ²			
	Typewriting Econ. Geography Principles of Selling	Typewriting Econ. Geography Consumer Education	Typewriting Consumer Education Business Economics Work-Experience Retail Selling 3

NOTE: An approved type of part-time work-experience properly supervised and coordinated is recommended during the twelfth or final year of the Business Education Program of Studies.

¹Any subject listed in other programs than the major sequence elected.

(Bookkeeping, Stenographic, Retailing, Clerical)

RECOMMENDED GENERAL EDUCATION SUBJECTS

Tenth Year		Eleventh Year		Twelfth Year	
English Social Studies Physical Ed. & Health	English Social Studies Physical Ed. & Health	English Physical Ed. & Health	Business English		

RECOMMENDED BUSINESS EDUCATION SUBJECTS

AREAS OF SPECIALIZATION			
Gen. Business Bus. Exploration	<i>Bookkeeping:</i> Bookkeeping 2 Typewriting 2	Bookkeeping 3	Bookkeeping 4
	<i>Stenographic:</i> Shorthand 1 Typewriting 2	Shorthand 2 Typewriting 3	Shorthand 3 Transcription 1
	<i>Retailing:</i> Principles of Selling	Retailing 1	Retailing 2
	<i>Clerical:</i> Typewriting 2	Typewriting 3	Clerical Practice 1
	Bookkeeping 1 Typewriting 1		Business Mathematics ¹ Office Practice
			Business Mathematics ¹ Transcription 2 Office Practice
			Retailing 3 Business Mathematics ¹ Work-Experience
			Clerical Practice 2 Business Mathematics ¹ Office Practice

ELECTIVE IN BUSINESS²

Typewriting Econ. Geography Principles of Selling	Typewriting Econ. Geography Consumer Educa- tion	Typewriting Econ. Geography Business Law Office Practice	Typewriting Consumer Education Business Economics Work-Experience
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NOTE: An approved type of part-time work-experience properly supervised and coordinated is recommended during the twelfth or final year of the Business Education Program of Studies.

¹ Required only of pupils showing a deficiency in business mathematics.

² Any subject listed in other programs than the major sequence elected.

Stenographic Sequence

The primary purpose of the stenographic sequence is to provide vocational training to make pupils employable as stenographers and secretaries. Provision is made for thorough training in the fundamentals of shorthand and typewriting, together with social and economic business education for a general business background.

Definite provisions should be made for guidance of pupils in this specialization so that business standards can be reached. Transcription and office practice should be used to develop the pupil for the work in the office by providing problems of the typical job. Other courses which provide useful knowledge for the stenographic workers are business English, bookkeeping, business law, and business economics. Principles of selling and consumer education are good electives to aid the pupil in his personal and business life.

Bookkeeping Sequence

The bookkeeping sequence is vocational and is planned to prepare pupils for bookkeeping positions. This curriculum does have personal, social, and educational values. With the use of business machines in record-keeping, it is recommended that some machine or clerical office practice be included in the curriculum.

Typewriting is required of all pupils in this program, because many bookkeeping jobs require this skill. Business mathematics is expected of all pupils because of the routine work and need of ability in arithmetic. Electives of value for a person selecting the bookkeeping sequence are business law, business economics, business English, economic geography, consumer education, and principles of selling.

Clerical Sequence

The clerical sequence is recommended for the pupil who expects to do general clerical work in an office. There are more opportunities of this type in the business world than any others. Skill in typewriting and operating office machines is often a requirement for entering these positions. Filing, office practice, and business mathematics with general business knowledge should be emphasized.

Many pupils who do not have the interest and ability to perform the vocational work of bookkeeping and stenography are especially fitted for this general office work. Economic geography, business law, business economics, principles of selling, and consumer education are recommended electives.

Retailing

The retailing sequence is devised for those who plan to seek employment in small retail stores, in large department stores, or eventually in their own small stores. There are many opportunities in this field of selling for pupils who have the interest and aptitude for this type of work.

In addition to the courses in retailing, pupils should elect typewriting, economic geography, business law, business economics. Bookkeeping is of value to the person expecting to enter the small retail store. To make the work more practical, actual on-the-job training should be given with the classroom study.

Distributive Occupations Education

In the twelfth year the distributive education curriculum is a federal-aided program under the George-Barden Act. Many schools consider distributive education as one of the offerings in the business education department. Supervision may be exercised by the head of the business department and business education students who show an aptitude for this work may select this program.

Secondary school classes in distributive education are operated on the cooperative basis. They are organized and conducted on a school and employment schedule which combines vocational and related instruction with occupational experience in the type of job in which the trainee expects to become a full-time worker. A minimum of fifteen hours per week of school instruction and fifteen hours per week on the job are required. School work is given in the morning and on-the-job training in the afternoon. The work-experience part of the program is supervised by the teacher-coordinator.

General education courses of English and social studies are taught by the teacher-coordinator with units of instruction in salesmanship, merchandise information, retailing, merchandising, advertising, and display. Much of the success of the program depends upon the teacher-coordinator. The certification standards for teacher-coordinators as outlined in the *Pennsylvania State Plan for Vocational Education* are as follows.

1. General and technical education: Graduation from an approved institution with a major in distribution, marketing, business administration or education.
2. Professional: At least twelve hours of professional education.
3. Work experience: Practical working experience of at least two years as a paid worker in distributive occupations. Part-time experience is acceptable on the basis of 2,000 clock hours, equaling one year's work.

Pennsylvania is one of the leading states in distributive education. The two teacher-training centers are located at Temple University and the University of Pittsburgh. To initiate a program of distributive education and qualify for Federal and State reimbursement, a school should consult the Chief of Distributive Education, Department of Public Instruction, Harrisburg, Pennsylvania.

STANDARDS FOR GRADUATION

Graduation standards for secondary schools in Pennsylvania are made up of those minimum standards which are established by the Department of Public Instruction for all the schools of the State, plus such supplementary standards as the local district may prescribe.

Minimum State standards for graduation from the business education sequences are the same as those affecting all other curriculums of the school. In general, they are based upon achievement in grades 10, 11, and 12 of the secondary school. These standards can be classified under three headings, namely: 1. Specific course requirements. 2. Unit requirements. 3. Sequence requirements.

Specific course requirements include:

English—a minimum of two units (three are recommended)

Social Studies—a minimum of two units (three are recommended)

Health and physical education instruction for a minimum of 120 minutes per week throughout all years of high school (or equivalent) for which one unit of credit may be granted.

Pennsylvania and U. S. History and Government—a minimum of two units, during the last four years of an approved secondary school program. One unit of this requirement is usually obtained in the ninth grade. The other unit may be used to satisfy one of the two Social Studies requirements above.

Unit requirements:

A minimum of thirteen units in the 10th, 11th, and 12th grades shall be required for graduation.

(a) Classroom Instruction

A unit of work shall be a minimum of 200 minutes of classroom work per week, exclusive of time for changing of classes, for a period of 36 weeks or its equivalent.

(b) Combined classroom instruction and laboratory (or practice) work.

A unit of combined classroom and laboratory work shall be a

minimum of 250 minutes per week for 36 weeks or equivalent. The minimum length of a laboratory period is 50 minutes clear.

(c) Laboratory or practice only

Work of a strictly laboratory nature shall be counted as having one-half the value of classroom work, except that five periods of 60 minutes each or six periods of 50 minutes each may be counted as one unit.

Although most business courses are considered to fall within category (a) above, courses involving large amounts of practice work (such as typing) are generally considered as coming under (b) or (c).

Sequential requirements:

Unit requirements for graduation are expressed in terms of sequences. Nine of the thirteen units must be sequential, including at least one 3-unit sequence. A sequence is two or more units of work in the same field or in related fields. English and social studies offer opportunities for sequences in general education. Where the business courses of a student follow an approved pattern or any combination of such courses, they may be considered sequential. Where a student completes only a portion of the normal business curriculum, stricter interpretation of subject sequence shall be made.

CHAPTER VII

AUDIO-VISUAL AIDS FOR BUSINESS EDUCATION

AUDIO-VISUAL aids are media through which subject matter can be more effectively presented and demonstrated to students. Properly used, they act as a "booster" to the student's capacity to learn and to retain his learnings. Researches attempting to evaluate the results of the effective use of audio-visual aids, while not large in number, have consistently emphasized their worth as teaching devices. As would be expected, good results with them depend upon wise selection and proper presentation.

HOW AUDIO-VISUAL AIDS FUNCTION IN LEARNING

Students learn more and remember longer when motivation is strong, when the purposes of the learning are clear, and when the learning is meaningful. The more tangible and realistic an experience, the greater the contribution it can make to learning. The student treasurer for the school's activities fund has such an experience. He receives the money, verifies it, issues a receipt, and deposits it in the school bank. Here are realism and purposeful experience in every act. Since such real experiences are not possible for all, or even desirable under all circumstances, it is advisable to arrange experiences which simulate real-life situations. Models and mock-ups might serve the purpose. We can relive the events of the past in the form of dramatizations. Demonstrations, both by teachers and students, provide meaningful experiences. The field trip to a bank, an office, the telephone exchange, or industrial plant will give life to our descriptions of these activities. Constructing exhibits, charts, graphs, maps, viewing pictures, listening to recordings, and viewing television, furnish other examples of purposeful experiences.

The experiences which are made available to the student, be they personal or vicarious, direct or indirect, do not make the learning. Experiences do furnish the basis upon which the student builds his concepts. The concepts are the learning. Audio-visual aids provide meaningful experiences out of which concepts can come, but they do not follow automatically the use of audio-visual aids. The student must be encouraged, by his teacher, to summarize and classify the experiences which the aids provided. He must practice until he develops the capacity to generalize upon these experiences before it can be truly said that he has learned.

Audio-visual aids are not substitutes for teaching, nor does their use, alone, insure learning outcomes. They must be used to implement the teacher and the text. The teacher who would get the most out of audio-visual aids must select them with care, present them under proper conditions, and constantly strive to measure their relative contribution to the learning situation.

AUDIO-VISUAL AIDS MUST BE CHOSEN WISELY

Only those audio-visual aids which truly portray the correct idea should be used. Many of such aids contain inaccuracies and distortions. This is a common criticism of free materials. Posters furnished by a travel agency generally stress traveling on a certain vehicle and wholly neglect the wider values or considerations of travel. Writers from abroad remind us that some foreign groups think of Americans as either millionaires or gangsters, largely because Hollywood found profitable markets for this type of picture in foreign countries. A teacher who conducts a field trip to the best equipped and appointed office in the community might leave a wholly incorrect impression in the student's mind, for few will labor under these ideal conditions.

The audio-visual aid should be chosen because it will perform a definite task better than some other aid. Audio-visual aids, high in motivating power, may be able to contribute nothing to an understanding of techniques. A film which shows experts writing shorthand does little for the student who needs help in memorizing word signs. Likewise, there is not much help to the student who needs assistance in case-solving, in having mock trials or field trips to courtrooms.

Timing is another important factor in the effective use of audio-visual aids. Many of the values to be found in films are lost if they are not available at exactly the right time. So long as schools do not have film libraries of their own, necessitating the ordering as much as a year in advance from outside sources, we shall not realize their full potentialities. Certain audio-visual aids are more suitable for one stage of the learning than for another, and presenting them out of turn might cause considerable loss in their effectiveness.

The teacher who would get the greatest return from the use of audio-visual aids is one who is seeking to measure and check outcomes from the uses of different types of aids. A photograph may have more learning help in it than does a graph, but only the teacher alert enough to try to measure such aids will ever find out their respective values. A pie-graph might make a better representation of certain data than a bar graph; the teacher should sort out the less productive aids.

Certain audio-visual aids may best serve learning by being placed on the teacher's desk or on the bulletin board, while others must be handed to the student to examine, feel, weigh, etc., before they can make much of a contribution. Models sometimes serve well in miniature form; others help only if they are enlarged.

PROBLEMS ARISING OUT OF THE USE OF AUDIO-VISUAL AIDS

Experts in the use of audio-visual aids are wont to remind us of the danger of allowing good instructional materials to degenerate into mere entertainment. Those who use films extensively must be particularly aware of this danger, for their students have already been conditioned by attendance at public theatres. Inadequately prepared and supervised field trips can become "vacations" from classes rather than contributions to learning. Student projects which require vast time or expensive materials may not be justified when we measure their contributions to the learning situation. Notebooks might stress quantity or neatness to the exclusion of more important learnings.

Problems of filing, repairing, mounting, and storing audio-visual aids—along with booking hazards, such as delay in transit—are very real problems. Many a teacher is troubled by the lack of adequate storage space and must frequently purchase her own paste, backing sheets, cellophane covers, etc. In most cases, the teacher should be reimbursed for these expenses by the school district.

BRIEF CONSIDERATIONS OF CERTAIN AUDIO-VISUAL AIDS

There[®] is always the possibility that consideration of films and other more spectacular aids will relegate to the background the time-honored blackboard and bulletin board. This would be a mistake, for these are still major items in the repertoire of the good teacher. There is hardly a class hour which is not replete with opportunities to present diagrams, underscore words, make rough outlines, draw comparative graphs, etc. As valuable as the blackboard is, its contributions can be made even greater through the use of colored chalks to increase visibility, nonglare materials to reduce eyestrain, and an attractively painted woodwork border.

The attractively arranged bulletin board is a joy to behold. It should be looked upon as a sort of stationary newspaper. There the student should find short, pithy items of current interest. It should be colorful, and often it has more value if it is not crowded with a diversity of items that cannot be read in a brief time. An alert teacher might have a student committee to take charge of the bulletin board. This committee



BULLETIN BOARD ILLUSTRATIONS HELP BOOKKEEPING INSTRUCTION

could sift and select materials and keep the board up to date. Real competition often develops among the students to have their contributions secure a place of honor on the board. There should be ample space in front of the board for readers and time should be made available for the reading.

So much has been written about films that only a brief note will be made here. Students must be prepared and otherwise briefed for what they are about to see. This presupposes that the teacher has previewed the film. The film should be shown as many times as necessary to get the essential experiences out of it. Where machines are equipped with a safety shutter, the teacher can stop the film to question the group. Likewise, a machine equipped with a reverse mechanism has the advantage of permitting partial reviews without the necessity of going through the entire film again. The showing of the film should be followed by student discussion and obscure points should be clarified. A check-up quiz or student report on his findings helps the teacher discover how effective the film has been.

Field trips have long been a favorite device of progressive teachers. Business students can go to offices, stores, telephone exchanges, courts, factories, employment offices, etc. The trip must be adequately planned in terms of time, transportation, and rest periods. A floor plan might well be prepared in advance of the trip and the teacher should work with the guide so that he does not become too technical. Discipline might become a problem with large groups who cannot get close enough to the guide to understand what is going on. There should, of course, be a follow-up discussion and check on what students have noticed. Note-takers might be appointed and certain individuals assigned to different phases of the trip for special reports.

Construction of models, exhibits, graphs, charts, etc., has value in direct ratio to the amount of work that can be done by the student. Museums and professional exhibits are an exception to this statement. There is more learning achieved, however, in the construction of a map or graph than merely trying to learn from one already constructed. Good subjects for this type of activity are items which can be taken from newspapers, magazines, or common picture collections. Economic geography offers unusual challenges for collections and exhibitions. Students in selling might organize a merchandise fair by securing products from local merchants. They could plan and erect the booths, and man them.

BASIC EQUIPMENT AND SOURCES OF SUPPLY

1. Projector, 16-mm., sound, 1000-watt lamp.
 - A. Large Screen—60" x 60".
 - B. Editing and splicing equipment
 - C. Opaque shades for rooms where equipment is to be used
2. Sound filmstrip and 2" x 2" slide projector, at $33\frac{1}{3}$ and 78 R.P.M.,* with regular and long-playing pick-up (one machine)
3. Opaque projector
4. Phonograph at $33\frac{1}{3}$ and 78 R.P.M., with regular and long-playing pick-up.
5. Overhead projector

Projectors

Ampro Corporation	2835 N. Western Avenue, Chicago 18, Ill.
Bell & Howell Co.	7100 McCormick Road, Chicago 13, Ill.
DeVry Corporation	1111 Armitage Avenue, Chicago 14, Ill.
Eastman Kodak Co.	Rochester 4, N. Y.
Revere Camera Co.	320 East Twenty-first Street, Chicago 16, Ill.
RCA	1621 Euclid Avenue, Cleveland 15, Ohio.
Victor Animatograph Corp.	Davenport, Iowa.

* Revolutions per minute.

Stripfilm and Slide Projectors

Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.
 Operadio Mfg. Co., St. Charles, Ill.

Screens

Da-Lite Screen Co., Inc., 2711 North Pulaski Rd., Chicago 39, Ill.
 Radiant Mfg. Co., 2627 West Roosevelt Rd., Chicago, Ill.

Opaque and Overhead Projectors

American Optical Company, Buffalo 15, N. Y.
 Charles Beseler Co., 243 East 23rd Street, New York 10, N. Y.

MAJOR SOURCES OF FILMS*Local Film Libraries:*

Many schools have already established contact with film libraries in neighboring colleges. If this source has not been investigated, it would be well to begin with the nearest libraries. In Pennsylvania, several of the teachers colleges, as well as the larger institutions, have large film libraries. Schools having retailing and distributive education plans will find an abundance of material at the retailing schools of the University of Pittsburgh and Temple University.

Other Sources:

Association Films (Y. M. C. A.), 347 Madison Avenue, New York 20, N. Y.
 Business Education Visual Aids, 104 West 61st, New York 23, N. Y.
 Bell & Howell, 1801 Larchmont Avenue, Chicago 13, Ill.
 Castle Films, R. C. A. Building, Rockefeller Center, New York 20, N. Y.
 Carl F. Mahnke Productions, 215 East Third Street, Des Moines 9, Iowa.
 Society for Visual Education, 100 East Ohio Street, Chicago 11, Ill.
 Teaching Aids Exchange, Box 1127 Modesto, Calif.

REPRESENTATIVE CATALOGS CONTAINING AUDIO-VISUAL AIDS

Association Films	347 Madison Ave., New York 17.
Audio-Vision, Inc.	285 Madison Ave., New York 17.
Business Education Audio-Visual Catalog	New Mexico Highlands University, Las Vegas, N. M.
Business Education Visual Aids	104 West 61st Street, New York 23.
Castle Films	R. C. A. Building, Rockefeller Center, New York 20.
Consolidated List of Free Films	De Vry Corporation, 1111 Armitage Ave. Chicago 14, Ill.
Coronet Instructional Film	65 East South Water Street, Chicago 1, Ill.
George F. Cram Company	Indianapolis 7, Indiana.
Eastman Kodak Company, Teaching Films Div.	Rochester, New York.
Educators Guide to Free Films	Educators Progress Service, Box 497, Randolph, Wis.
Encyclopedia Britannica Films, Inc.	20 North Michigan Avenue, Chicago 1, Ill.
Carl F. Mahnke Productions	215 East Third St., Des Moines, Iowa.
Recordings for School Use	World Book Company, Yonkers on Hudson, N. Y.
Teaching Aids Exchange	Box 1127 Modesto, Calif.
U. S. Government Film Directory	U. S. Office of Education, Federal Security Agency, Washington, D. C.

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MONTHLY MAGAZINES

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- The Business Screen*. Published by Business Screen Magazine, Inc., 157 East Lake Street, Chicago, Ill. \$2.00 yearly



BULLETIN BOARD DISPLAYS MOTIVATE PUPILS

CHAPTER VIII

GUIDES FOR COURSES OF STUDY IN BUSINESS EDUCATION

A Section to Aid the Business Education Teacher in the Preparation of Courses of Study

Suggestions follow in regard to objectives, equipment and supplies, procedures and techniques of teaching, general content of course, and standards or accomplishments for the following business subjects:

Bookkeeping
Business Economics
Business English
Business Exploratory
Business Law
Business Mathematics
Clerical Practice
Consumer Education

Economic Geography
General Business
Office Practice
Principles of Selling
Retailing
Shorthand
Transcription
Typewriting

BOOKKEEPING

BOOKKEEPING 1

Objectives:

1. A general understanding of business activities and practices
2. An understanding of the theory of debit and credit
3. Application of the principles of double entry bookkeeping
4. An understanding of the property rights of the proprietor, debtor, and creditor
5. A knowledge of basic terms, such as: asset, liability, expense, income
6. Mastery of the techniques involved in performing clerical skills related to bookkeeping
7. Preparation of a simple form of balance sheet and profit and loss statement
8. Mastery of techniques necessary to keep a simple set of books for a sole proprietorship

Equipment and Supplies:

1. Special flat-top bookkeeping desk, 36" x 22"
2. Fountain pens, or straight pens
3. Single and double journal and ledger paper
4. Ten-column work sheet paper
5. Metal-edge bookkeeping rulers
6. Workbooks (sometimes considered desirable when used in conjunction with textbook).
7. Adding machines for advanced classes

General Content of Course:

- | | |
|-------------------------------------|---|
| 1. Elementary principles and terms | b. Posting |
| a. Simple balance sheet | c. Trial balance |
| b. Simple profit and loss statement | d. Financial reports |
| c. Presentation of ledger account | e. Adjusting entries for inventories and deferred charges |
| 2. Basic bookkeeping cycle | f. Working sheet |
| a. Journalizing | g. Closing entries |
| (1) Sales | h. Balancing and ruling accounts |
| (2) Expenses | 3. Practice set covering entire book- |
| (3) Cash receipts and payments | keeping cycle for a sole proprie- |
| (4) Purchases | torship |

Procedures and Techniques:

1. New material should be presented clearly and logically, using black-board illustrations in keeping with best bookkeeping form.
2. The use of a pencil should be restricted to footings and worksheets.
3. Complete at least one practice set with business papers, each semester as a review and application of principles.

4. Practice sets should cover the bookkeeping problems of the community. In rural areas, sets dealing with farm problems may be used. Practice sets for the independent retailer and small single proprietorship are recommended for bookkeeping instruction in the secondary school in the small community.
5. Each new principle should be explained carefully through the use of blackboard illustration and class discussion before the pupils are required to work exercises and problems as homework assignments.
6. Homework should be used only as a learning device. Laboratory work under supervision is more effective than carelessly done or copied homework assignments. Poorly done homework creates a confused pattern in the mind of the student which is difficult to correct in the classroom.
7. Corrections and errors should be carefully indicated on problems, exercises, and practice sets so as not to discourage students from wanting to do better work.

Standards or Accomplishments:

1. All the leading publishers of bookkeeping textbooks have achievement tests designed to evaluate the various units of instruction.
2. Tests carefully prepared by the teacher can be used to measure instruction adjusted to the ability of the group.
3. The knowledge and understanding of the records used in small businesses of the community should be the goal for this class.

BOOKKEEPING 2

Objectives:

1. Increase in student's knowledge and use of bookkeeping forms and procedures for the single proprietorship type of business
2. An understanding of the techniques in use of special journals
3. An understanding of how to prepare, read, and interpret simple business reports and financial statements
4. An understanding and appreciation of the values and possibilities of bookkeeping for personal needs, for vocational preparation, or for preparation for further study

General Content of Course:

1. Expanded bookkeeping cycle
 - a. Classified balance sheet
 - b. Classified profit and loss statement
2. Special journals
 - a. Sales journal
 - b. Purchases journal
 - c. Cash receipts journal
 - d. Cash payments journal
3. Business papers
 - a. Notes receivable
 - b. Notes payable
 - c. Drafts and trade acceptances
4. Procedures for closing books at end of fiscal period
 - a. Working sheet
 - b. Trial balance
 - c. Adjusting entries
 - (1) Inventories
 - (2) Deferred charges
 - (3) Depreciation
 - (4) Accruals
 - (5) Bad debts
 - d. Financial statements
 - e. Closing entries for expenses and incomes
 - f. Balancing and ruling accounts
 - g. Post-closing trial balance
5. Taxes and payroll deductions
6. Practice set expanded bookkeeping cycle for single proprietorship

Procedures and Techniques:

1. All of the procedures suggested in Bookkeeping 1 apply to Bookkeeping 2.
2. Some instruction should be given upon columnar type records used by the small business.
3. Teach how business operates with the keeping of records. Consider the managerial aspect and how these records can be used.
4. Provide pupil experience with many phases of bookkeeping, such as the taking of an inventory by having the pupils make an inventory of supplies, athletic equipment, or equipment of the business education department.
5. Bulletin boards can be used as motivating devices for exhibits of business forms, ledger forms, income tax blanks, newspaper items concerning accounting, and statements or reports.
6. Collect actual business forms used in the community at the time they are being discussed in the classroom.
7. Each pupil may be assigned to visit a specific business in town and report on its record system and how the various transactions are handled. This may well be a basis for class discussion. Proper arrangements and instructions for the visits are preliminary work of the teacher.

Standards or Accomplishments:

The knowledge and understanding of business papers and an expanded bookkeeping cycle to include the major records of a single proprietorship should be the requirements for the course. Tests as recommended in Bookkeeping 1 should be used for evaluation of pupil progress.

BOOKKEEPING 3*Objectives:*

1. An understanding of the fundamentals of bookkeeping and accounting procedures for vocational purposes
2. Development of skills essential to bookkeeping practice
3. An understanding of the use and purpose of controlling accounts
4. Recognition and application of principles in any system of keeping records for business transactions
5. An understanding of the principles of partnership accounting
6. Development of the use of departmental revenue accounts and accounting analysis required in departmentalization
7. A knowledge and understanding of business papers

General Content of Course:

1. Controlling accounts
 - a. Use of special journals
 - b. Need for subdividing the ledger
 - c. Accounts receivable and accounts payable controls
 - d. Advantages of controlling accounts
2. Preparation of the working sheet
 - a. Review of the working sheet
 - b. Preparation of adjusting entries
 - (1) Inventories
 - (2) Deferred items
 - (3) Depreciations
 - (4) Accruals
3. Partnership accounting
 - a. Formation of a partnership
 - b. Characteristics
 - c. Disadvantages
 - d. Advantages
 - e. Operations of a partnership
 - (1) Opening entry
 - (2) Distribution of profits
 - (3) Accounting for goodwill
 - f. Dissolution of a partnership
 - (1) Methods of dissolution
 - (2) Distribution of assets
4. Business papers
 - a. Checkbooks, invoices, deposit slips
 - b. Notes, trade acceptances, receipts
 - c. Petty cash fund
5. Departmental revenue accounts
 - a. Advantages of departmental analysis
 - b. Changes necessitated in the journals
 - c. Changes necessitated in the ledgers
 - d. Changes made on the profit and loss statement
 - e. Introduction of the trading section of the profit and loss
 - f. Posting in connection with departmental analysis
6. Practice set — partnership organization

Procedures and Techniques:

1. All the procedures of Bookkeeping 1 and 2 apply to Bookkeeping 3.
2. Group instruction should be used with all pupils working on the same problems.
3. It will be of advantage to the pupils to use some practice sets other than those in the textbook, or pupils will get the idea that this is the only way business firms keep records. Practice sets are only illustrations of systems used in various types of businesses.



4. In advanced classes adding machine tapes may be required for the balances.
5. All advanced bookkeeping students should complete a practice set dealing with business papers and simulating as nearly as possible an actual business situation.
6. Practice sets should be examined and graded periodically as an incentive to keep up with the group and to improve the quality of the work.
7. It is well to keep group together while working on transactions in connection with the practice set. Students should be encouraged to use their own initiative during the procedure of closing the books at the end of the fiscal period.
8. Never place student in a position where copying is necessary or an advantage in getting a better grade. The obtaining of totals and proof figures should be available for all students as an auditing device, and should not be placed at a premium.
9. Use of the key in the classroom should be restricted as much as possible.
10. Use of machines should be integrated with bookkeeping in a practical way.

Standards or Accomplishments:

1. Unit tests should be given at the completion of each unit.
2. Tests should be constructed to measure achievement on basis of class instruction.
3. Construction of the test should simulate work done in practice set.
4. The tests should demonstrate proficiency and knowledge of procedures on an expanded bookkeeping cycle of partnership bookkeeping.

BOOKKEEPING 4

Objectives:

1. Advancement of the student's knowledge and understanding of the techniques and procedures in accounting for vocational purposes
2. An understanding of the nature and characteristics of the corporation
3. An understanding of the functions of the stock markets and their relation to the organization and financing of the corporate form of business organization
4. Development of the skills in the compilation, presentation, and interpretation of business data
5. Stimulate interest in the field of accounting so that the student will seek to further his training in higher institutions

General Content of Course:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Corporation accounting <ol style="list-style-type: none"> a. Definition of a corporation b. Advantages and disadvantages of the corporate form c. Proprietorship <ol style="list-style-type: none"> (1) Ownership (2) Classification: common and preferred stock (3) Value of stock (4) Formation of a corporation (5) Opening entry for a corporation | <ol style="list-style-type: none"> (6) Corporate terms <ol style="list-style-type: none"> (a) Surplus, deficit (b) Dividends (c) Treasury stock (d) Capital stock accounts (e) Premium and discount on capital stock 2. Books peculiar to a corporation <ol style="list-style-type: none"> a. Minute book b. Subscription book c. Stock certificate book d. Stockholders ledger 3. Practice set — corporation accounts and departmental accounts |
|---|--|

Standards or Accomplishments:

Pupils should be able to construct statements after the completion of the bookkeeping cycle for the ordinary record keeping of a single proprietorship and partnership type of organization. Some knowledge and understanding of the bookkeeping for corporations should be developed for vocational use.

BUSINESS ECONOMICS

In view of the increasing complexity of our way of living and working, the confusion resulting from the rapidity of change, the increasing efficiency of the means of propaganda, the tendency toward the development of government by pressure groups using every means of propaganda to secure their ends, and the influence of economic factors on the political fronts of all nations, it is becoming increasingly important that the secondary school student of today be given an opportunity to become acquainted with the principles governing the operations of economic systems. Students should develop an understanding and appreciation of the benefits of the enterprise system, and explore its future possibilities with a view toward promoting orderly change in eliminating or reducing the causes of inefficiencies and inequities in its operation. The need for such a course in the secondary school is further emphasized when it is realized that for a large percentage of our young people, the secondary school presents the last opportunity of formal education to promote the development of socially intelligent economic attitudes.

Objectives:

1. To develop an understanding and appreciation of the meaning of the term "economic welfare" and to establish socially acceptable goals or criteria for the measurement of the effectiveness of economic systems in promoting economic welfare

2. To develop an understanding and appreciation of the basis of the economic struggle—the conflict of interests between individuals and groups due to scarcities, natural and created
3. To develop an understanding and appreciation of the general organization and institutions of the major economic systems, their similarities and dissimilarities, and their effectiveness in promoting economic welfare
4. To develop an understanding and appreciation of the principles of economics governing the operation of economic systems and the difficulties arising out of failure to be governed by them
5. To develop an understanding and appreciation of the processes of exchange, the nature of money and credit; the influence of money and credit on prices and production, on the stability of the economic system, and on public and international welfare
6. To develop an understanding and appreciation of the role government may play in providing an environment which will promote economic expansion and free exchange
7. To develop an understanding and appreciation of the role of labor organizations and their relationship to the goals of a free enterprise economy
8. To develop an understanding and appreciation of the need for careful analysis of economic panaceas

Equipment and Instructional Materials:

The business economics classroom should have an average-sized blackboard and a large bulletin board. A slide projector and a sound film projector, while not absolutely essential, may be used effectively to bring many phases of our business environment into the classroom. In addition to the classroom equipment and materials, several daily newspapers, current magazines dealing specifically with business conditions and trends, and various weekly or monthly business bulletins should be made available through the library. A well-stocked reference shelf containing texts dealing with special phases of economics as well as with general principles and problems is essential.

Visual Aids:

The following 16-mm. sound films are available from Coronet Instruction Films, Coronet Building, Chicago 1, Illinois: *What is Business*, *Capitalism*, *What is Money*, *Banks and Credit*, *Sharing Economic Risks*, *Work of the Stock Exchange*, *Federal Taxation*, *Forests and Conservation*. These films may be secured by purchase or on a rental basis.

Many fine charts covering various phases of our economic life are available without cost from the National Industrial Conference Board, Inc., 247 Park Avenue, New York 17, New York. The *Cleveland Trust Busi-*

ness Bulletin not only contains a number of helpful graphs, but also summarizes current business conditions and trends.

Procedures and Techniques of Teaching:

The character of the materials and the purpose of the assignment should govern the selection of procedures and techniques if the maximum development of appropriate attitudes and appreciations is to be secured.

It will be necessary for the teacher to resort to the lecture method or a combination of the lecture and question-and-answer methods at various times throughout the course because of the nature of the materials and the limited experiences of the students. At such times the teacher should utilize to as great an extent as possible pictorial materials of various types. Wherever possible such lectures should be related to familiar community activities.

Weekly written analyses of the more important economic and business news items may be required. These analyses should be short and should identify the principles involved in the item. One day a week may be set aside for their reading and discussion.

The preparation of a notebook of clippings, charts, statistical data, and pictorial materials illustrating current business conditions and trends may be required. The amount of such materials in newspapers, magazines, and business and government bulletins is great and provides an opportunity for the teacher and individual students to direct the attention of the class to the sources of materials and to make them aware of the economic implications of our daily business activities.

A local or school survey may be conducted to determine the general attitudes of the public or student body toward a specific economic problem or to determine the extent of their understanding of the economic principles involved in proposed solutions to the problem. Such a survey will acquaint the teacher and the class with information on community and school attitudes and understandings and make it possible to plan subsequent class activities more efficiently. The students should be encouraged to review critically the findings and their own economic concepts in the light of additional information secured from readings and class discussions.

Field trips and graphic materials should be a regular feature of the course. A well-planned trip to a factory or other business establishment may be used as an introduction to a unit of work or as a means of coordinating various phases of a unit or a series of units. The combination of being able to see, hear, smell, and feel processes and materials lends

reality to abstract assignments. It is suggested that the teacher prepare large charts and graphs similar to those appearing in texts, daily papers, and periodical literature. Such activities cooperatively planned and carried out by the class or by committees provide an opportunity for the development of democratic principles and group action. Trips should be well planned and coordinated with classroom activities.

Speakers from financial institutions, insurance companies, and industry may be invited to speak to the class from time to time. Individual students or committees should be given an opportunity to contact business men and to arrange the details of visits.

Bulletin board committees may be appointed on a weekly, monthly, or unit basis. These committees are charged with the responsibility of gathering and preparing pertinent current materials for the bulletin board. The use of committees tends to develop group competition in setting up and displaying materials effectively.

Special reports on selected topics or research to secure more complete data may be assigned the more able students from time to time to provide for individual differences. Frequently in class discussion, questions arise which cannot be answered with the data available from the text. At such times volunteer assistance may be requested of an individual student or a committee.

It is suggested that the teacher periodically summarize, at the close of each unit of work, all of the materials previously covered. Particular attention should be given to bringing out the relationships of principles and economic activities.

Content of Course:

1. Introduction

a. Basis of Human Wants

(1) Factors influencing human wants

- (a) Environmental
- (b) Psychological

(2) Expandability of human wants

b. Scarcity and the Economic Struggle

(1) Scarcity of natural resources

(2) Psychological factors creating or influencing scarcity

(3) Population

c. The Economic Triangle

(1) The conflict of interests between capital, labor, and the consumer

(2) The need for cooperative effort

2. Modern Economic Systems

a. The role of the economic system

(1) Definition

(2) The fundamental decisions

(3) Desirable economic ends or criteria for evaluating an economic system

b. Economic Systems

(1) Types of economic systems

(2) General characteristics

(3) Accomplishments and failures in terms of established desirable economic ends or criteria

(4) Probable future

c. Economic Planning

(1) The philosophy of planning

(2) Economic planning and the free enterprise system

3. How Goods Are Provided
 - a. Factors and Functions of Production
 - (1) Production defined
 - (2) Forms of production
 - (a) Material goods
 - (b) Services
 - (3) Factors of production; law of diminishing returns
 - (4) Functions of production
 - b. Our Modern Industrial System
 - (1) Historical background
 - (2) Factors influencing its growth and development
 - (3) General characteristics
 - (4) Problems arising out of the organization and operation of our modern industrial system
 - c. Types of Business Organization and Management
 - (1) Ownership and control
 - (2) Business combination and consolidation
 - (a) Methods and purposes of capitalistic combination
 - (b) Laws controlling business combination in restraint of trade
 - d. Risk and Insurance
 - (1) Types of risks
 - (2) Methods of meeting risk
 - (3) Principles of insurance
 - (4) Types of insurance companies
4. How Goods and Services Are Exchanged
 - a. The mechanism of exchange
 - (1) Types of exchange
 - (2) Agencies of exchange
 - (3) Costs of distribution
 - b. Indirect Systems of Exchange
 - (1) The money system of exchange
 - (a) Definition of money
 - (b) Characteristics of money
 - (c) Functions of money
 - (d) Types of money in use today
 - (2) The credit system of exchange
 - (a) Types of credit
 - (b) Bank money or credit; basis of credit
 - (c) Banks and banking; types of banks; functions of banks in exchange system
 - (d) Federal Reserve banking system; structure; functions of member banks and reserve banks
 - (e) Federal Deposit Insurance; purpose; operation
 - c. International Exchange of Goods
 - (1) Why nations trade
 - (a) The benefits of international trade
 - (b) The theory of comparative advantages
 - (2) How we exchange goods and services internationally
 - (a) Types of exports and imports
 - (b) Trade settlements and how they are made
 - (3) Obstructions to trade
 - (a) Tariffs
 - (b) The pros and cons of the tariff argument
5. How Prices Are Determined
 - a. Price Determination
 - (1) Steps in establishing a market price
 - (2) Utility; marginal utility and its relationship to price determination
 - (3) Types of values
 - (a) Subjective value
 - (b) Economic value
 - (c) Exchange value and price
 - (4) Conditions or forces influencing price determination
 - (a) Social
 - (b) Institutional
 - (c) Governmental
 - (5) Functions of prices
 - (a) In a free competitive society
 - (b) In a controlled economy
 - b. Competitive Market Price
 - (1) Conditions necessary for a free competitive market
 - (2) Demand and supply
 - (3) Equilibrium prices; effects of change in demand and supply
 - (4) Short-term and long-term factors and their relationship to prices
 - (a) Fixed costs
 - (b) Variable costs
 - (5) Prices under monopoly conditions
 - (6) Government-controlled prices
 - (7) Effects of maladjusted prices

- c. General Price Changes
 - (1) Definition
 - (2) Measurement of price changes
 - (3) Effects of a rapidly fluctuating general price level
 - (4) Causes of changes in the general price level; the quantity theory of money
 - (5) Remedies
 - (a) Critical analysis of philosophy of stabilizing prices in a free competitive society
- 6. How National Income is Distributed
 - a. Nature of national income
 - b. How income is shared by the various factors of production
 - (1) Land income—rent
 - (2) Wages—income from labor
 - (a) Nature
 - (b) Wage determination of the labor market
 - (c) Theory of wages
 - (d) Wage payment plans
 - (3) Interest—income from capital
 - (a) Nature
 - (b) Factors influencing the rate of interest
 - (c) Usury
 - (d) Small-loan laws
 - (4) Profits—income from business enterprise
 - (a) Nature of profit
 - (b) Types of profit
 - (c) Relationship of prices to profits
 - (d) Regulation of profits; effect of attempts to regulate profit
 - c. Social-economic problems resulting from wide differentials in income
- 7. Labor Organization
 - a. Union organization
 - (1) Historical background
 - (2) Types of unions
 - (3) Factors influencing the development of labor organizations in recent years
 - (4) Benefits of unions
 - (5) Criticisms of unions
 - (6) Methods of labor unions in achieving their ends
 - b. Employers' attitudes
 - (1) Historical background
 - (2) Methods of employers in opposing labor demands
 - (3) Settling disputes
 - c. Labor and the government
 - (1) Historical background
 - (2) Laws governing relations of capital and labor
 - d. The goals of labor and capital in a free enterprise economy
- 8. Taxation
 - a. Why governments need money
 - (1) Services rendered by government
 - b. How governments get needed money
 - (1) Criteria of a good tax
 - (2) The theory of taxation
 - (3) Types of taxes
 - c. The incidence of taxes
 - d. The relationship of increased services to increased taxes
- 9. The Consumer—The Role of the Consumer in the Economic Order
 - a. Nature of consumption
 - b. The role of the consumer in guiding the productive processes
 - c. The manipulation of the consumer
 - d. The necessity of balancing production and consumption
 - (1) Factors promoting imbalances between production and consumption
 - (2) Methods of promoting equilibrium between production and consumption

Standards or Accomplishments:

Inasmuch as the primary purpose of the course is the development of attitudes and appreciations and a general understanding of the operation of our business system, testing for grading purposes should be kept to a minimum. Pretesting to determine the extent of the student's fund

of economic knowledge and to discover his existing attitudes may be used for organizing and presenting the course materials to achieve the desired results.

Objective-type tests with questions on controversial issues arranged in a related series may be used to disclose concepts as well as to determine the student's ability to apply economic principles to the solution of problems.

The simple recall-type test may be used to test the acquisition of factual data required as a basis for general understanding.

The essay-type test is particularly adapted to many phases of business economics. Frequent tests of this type may be given, using text-suggested and current problems. The problems or question should be clearly stated and the answer limited to the application of a specific principle or discussion of one phase of the problem.

Insofar as possible the student's growth as indicated by active interest and improvement in ability to express himself in class discussion, contributions to committee activities, and awareness of the complexity of economic problems should be considered in assigning a grade.

BUSINESS ENGLISH

Objectives:

1. To give the pupil an appreciation of the importance of effective letters to business understanding and goodwill
2. To give the pupil facility in the use of words
 - a. To provide for the pupil a thorough review of the fundamentals of grammar, spelling, and the mechanics of English
 - b. To extend the pupil's knowledge and understanding of business terms
3. To train the pupil to construct clear, concise sentences and to use the sentence form to achieve his various purposes
4. To give the pupil the ability to organize facts into logical thought groups and to arrange them in paragraphs for the purpose of securing action
5. To inform the pupil of current business procedures and routines through a study of business letters and forms
 - a. To give the pupil complete knowledge of the mechanics of letter setup in current use and also a knowledge of the trends in letter layout, such as the use of the simplified letter form
 - b. To develop criteria for the evaluation of business letters
6. To show the pupil certain fundamental principles which are essential to letter writing and give him practice in applying these principles
7. To present the pupil with simple business problems and train him to solve them by letter

8. To increase the pupil's understanding of people and his ability to use this knowledge in securing favorable response from others
 - a. To train the pupil in the use of the positive approach
 - b. To establish the importance of courtesy

Equipment and Supplies:

The business English classroom should have at least the average amount of blackboard space and a large bulletin board area. It may contain, in addition, vertical filing cabinets, a dictionary, and a library of business books, magazines, and house organs. An opaque projector for throwing letters on the screen has high attention value.

Among the supplies such items as time stamps, letter openers, staplers, and a paper cutter are helpful in attempting to approximate some of the atmosphere of a stenographic department in a business establishment. Paper supplies should include letterheads of various sizes and from various organizations, carbons, second sheets, various-sized envelopes, and postal cards.

Procedures and Techniques:

Although there are a number of good textbooks in the field, learning materials can come from a variety of sources, notably from the actual literature and correspondence of business firms. The teacher can build up an invaluable library of materials, such as secretarial and stenographic handbooks used by various large corporations, letter-writing guides, and, best of all, a file of actual business letters. Advertisements in newspapers and magazines are also useful in providing sparkling, up-to-date, well-written copy for analysis.

Classroom activities should be varied to suit the interests, capacities, and experiences of the pupils as well as to conform to the attainment of objectives.

How the teacher will want to start the course is dependent upon the type of group and their needs. Although it is difficult to imagine a class of secondary school pupils who will not need some drill in English fundamentals, for motivation it may be well to start actual letter writing in the first week of the course. This may be initiated by teaching the pupils to write simple letters of inquiry to various firms asking for information. The teacher may hold the carbon copies until the replies are in. Then, later, the replies may be clipped to the carbons and the class may study these letters as a project in letter evaluation or as a basis for discussion of current business practices.

Even though the course of study is set up in terms of giving auxiliary

units in English fundamentals, it is not necessary that these fundamentals be covered all at once. Probably, in the interest of motivation and to provide necessary repetitive drill, it will be advisable for the teacher to divide the teaching of grammar and fundamentals into smaller units which may be taught concurrently with other subject matter. Perhaps one day a week could be devoted to fundamentals, or if small enough units are devised, a part of each period could be spent on their mastery.

Although presentation of principles, demonstration, and class exercises are ways of introducing the mechanics of English, it is most effective to teach such principles when the need arises; that is, to seize upon a situation in which, for instance, the need for using the possessive form occurs and to take time out for teaching it at the time the need is most apparent.

One method of making the pupils aware of errors in mechanics is to construct proofreading exercises in which errors of usage, spelling, and mechanics are numerous and ask the class to detect them.

Teach vocabulary when the occasion arises. When linking words or connectives are needed, teach the meanings of words such as *hence*, *consequently*, *however*. Make clear how these words are used to express a thought relationship between two parts of a statement.

Teach lists of business words compiled from letter files, from business publications, and other sources. Let the pupils study these in their proper settings.

If the use of the dictionary has not been taught in other English courses, students should be given thorough instruction in how to check meanings, preferred pronunciations, and spellings, as well as how to find other types of information. The history of words can be used as motivation for vocabulary and dictionary work. The class might compile a booklet of the origins of business words.

Procedures and Techniques of Teaching:

Teaching pupils to distinguish between sentence fragments and sentences is of primary importance. The amount of time spent on this is dependent on the previous training of the class in the mastery of the principle that "a sentence expresses a complete thought." The uses of the comma and the semicolon may be correlated with the review of compound and complex sentences.

Sentence variety contributes to forceful style. After teacher presentation of how to vary sentence structure, students may be given exercises consisting of paragraphs made up of simple sentences in subject-verb-complement order and directed to improve their wording.

One way to begin the building of paragraphs is to put a topic sentence on the blackboard and have the class suggest ideas which would expand the main thought. The teacher then lists these on the board in outline form. The class is asked to write a paragraph or series of paragraphs from the outline.

Since it is assumed that all pupils have had one year of typewriting before taking business English, the setup of a letter is not unfamiliar to them. From the teacher's letter file numerous examples may be displayed to reinforce the impressions given by the illustrations in the textbook. Good and poor examples should be compared and contrasted. If an opaque projector is available, this may be used to throw specimens of different types of letters on the screen.

Pupils may be asked to type a letter in three or four different styles. Here is an opportunity to introduce the time-saving qualities of the simplified letter form being promoted by the National Office Management Association. In addition, the pupils may make a survey of the types of letter styles being used by business firms in the community.

When the elements of good letter writing have been thoroughly established, the class may have a conference day in which they set up the standards or the items which are of importance to an effective business letter. These may be duplicated in the form of a rating sheet and passed out to each pupil to use in scoring actual business letters.

Business English textbooks provide abundant letter problems. Whenever possible, letter problems from a real situation should be chosen for class discussion and solution. Often a pupil may bring in a problem from his family business or place of employment. When it is necessary to write a letter inviting a speaker to a school banquet, the business English class can be asked to take this assignment.

Outside speakers can do much to inform pupils of business standards. The teacher may invite local businessmen, office managers, and correspondence supervisors to talk to the class. If the school is located in a metropolitan area, it may be worth while to visit correspondence departments of large firms.

The bulletin board may be used as an effective teaching device. Not only can it display examples of good pupil work, but it is valuable for letter exhibits, for letters containing glaring errors which the pupils are asked to find, for displays of letters which pupils rate for blue ribbon values.

General Content of Course:

The following outline has been planned to provide as much flexibility as possible. It contains enough material for a year rather than a semester, in order to give the teacher a wide choice of materials. In some cases the subject matter of other courses may overlap that covered by this outline. The teacher will want to be guided by the needs of the students in choosing the material for the course. If some of the units suggested, such as the grammatical subject matter under the Auxiliary Unit 1, "Using Words Correctly," have been recently studied by the pupils in an English course, the emphasis may be placed on other subject matter. If the students are proficient in "Building Paragraphs," Auxiliary Unit 4, then only slight attention need be given to this block of work.

The outline contains the essentials of business correspondence and as such may form the backbone of the course.

In the auxiliary units are the fundamentals of grammar, punctuation, sentence structure, and paragraph development—areas in which the students already may have had considerable training, but in which they may need review. These auxiliary units may be chosen by the teacher for particular drill one day a week.

The section entitled "Additional Units" contains material which may be used to extend the main outline or to supplement problems which are discussed in the main outline.

The teacher should feel free to reorganize the following outline by including auxiliary or additional units which are appropriate to the needs of the students.

CONTENT OF COURSE

1. Importance of Effective English to Business
 - a. Goal of English in business: to get *action*
 - (1) Getting information
 - (2) Ordering merchandise
 - (3) Supplying credit data
 - b. Types of business communications
 - c. What the businessman wants his employes to know
 - (1) How to use words correctly
 - (2) How to write sentences that are clear and that put thought across capably
 - (3) How to organize facts into logical thought groups and paragraphs
 - (4) How to write a letter that is not only pleasing in appearance, but also correct in form, use of words, presentation of ideas
 - (5) How to recognize good business procedures, routines, and practices
 - (6) How to secure favorable responses from others by seeing situations from the other fellow's point of view
 - d. Cost of the business letter
2. Physical Features of an Effective Letter
 - a. Stationery
 - b. Letterhead
 - c. Placement of letter on page
 - d. Letter parts and special problems
 - e. Most commonly used letter styles
 - f. Forms of punctuation
 - g. Simplified letter style (National Office Management Association)

- h. Value of carbon copies
- i. Letter sizes and envelope sizes
- j. Folding for various sizes of envelopes and window envelopes
- k. Use of postal cards
- 3. Planning a Business Letter
 - a. Find out what his reader wants to know
 - b. Visualize the reader and his problem
 - c. Collect the facts, illustrations, and figures for answering
 - d. Organize the facts into logical thought groups
 - e. Check to see that the letter is complete and clearly stated
- 4. Courtesy in Business
 - a. Examples of courtesy in business
 - b. Examples of courtesy in letter writing
 - c. Courteous expressions
- 5. Writing the Body of the Letter
 - a. Importance of the first and last sentence
 - b. Ways of developing the main thought
 - (1) Choose the main point to be made
 - (2) Select facts which will support this point
 - (3) Arrange these facts or paragraphs about them in logical order
 - c. Use of natural expressions instead of stock phrases
- 6. Letters of Inquiry and Response
 - a. Plan of letter of inquiry
 - b. Plan of letter of response
- 7. Interoffice Communications and Telegrams
 - a. Instructions
 - b. Messages
 - c. Requests for information
 - d. Replies to requests for information
 - e. Telegrams
- 8. Letters of Invitation, Announcement, and Appointment
 - a. Various types of letters of invitation
 - b. Letter of announcement of a new firm
 - c. Letter appointing an individual to a committee
- 9. Letters Requesting Favors or Cooperation and Granting or Refusing Favors
- 10. Letters of Business Appreciation
 - a. Expression of thanks
 - b. Congratulation
 - c. Offering of good wishes or commendation
- 11. Letters Making Introductions or Recommendations
- 12. Writing the Application Letter
 - a. State nature and purpose of letter
 - b. Give your understanding of requirements of position
 - c. Show how your experience and training fit the requirements
 - d. Mention personal qualifications
 - e. Give references
 - f. Make a request for an interview
- 13. Prepare a Data Sheet or Personal Record Sheet
 - a. Classify information
 - b. Tabulate in attractive easy-to-find form
 - c. Select qualifications which show your ability to do well the job for which you are applying
 - d. Be sure information is correct and complete

Auxiliary Units

- 1. Using Words Correctly
 - a. Words and their functions
 - Nouns
 - Verbs
 - Pronouns
 - Adjectives
 - Adverbs
 - Prepositions and Conjunctions
 - b. Words correctly spelled
 - (1) List of most commonly misspelled words
 - (2) Hyphenation
 - (3) Word division
 - c. Use of dictionary
 - d. Words for a working business vocabulary
- 2. Making Sentences
 - a. Kinds of sentences: simple, compound, complex
 - b. Construction of sentences for variety
 - c. Construction of sentences for comparison or contrast (balanced)
 - d. Construction of sentences for emphasis (climactic, periodic, loose)
 - e. Using psychology in phrasing sentences and questions

3. Punctuation and Mechanics of English
 - a. Punctuation
 - b. Expression of numbers
 - c. Use of abbreviations
 - d. Use of italics
4. Building Paragraphs
 - a. How to expand the thought of the topic sentence
 - (1) Facts or details
 - (2) Reasons
 - (3) Specific examples
 - b. Order of development
 - (1) Inductive—particular to general
 - (2) Deductive—general to particular
 - c. One idea to a paragraph
 - d. Making connections between paragraphs
 - e. Paragraph length dependent on type of reader

Additional Units

1. Form Letters
 - a. Uses—sales, answering inquiries, acknowledging inquiries
 - b. Types
 - c. Building a letter from paragraph forms
 - d. Use of enclosures in form letters
2. Letters Asking That Adjustments Be Made
3. Letters Granting Adjustments
4. Letters Granting and Refusing Credit
5. Collection Letters and Follow-Up Systems
6. Sales Letters
 - a. Market analysis
 - b. Basic data analysis
 - c. Selecting the main selling point
 - d. Building the letter using the sales steps
 - e. Methods of emphasis in sales letters
 - f. Getting the reader to act
7. Business Reports and Outlines
8. English and American Literature Related to Business

Standards or Accomplishments:

The types of tests used in the business English course will vary with the types of learning.

For testing English fundamentals there are many excellent objective standardized tests on the market which are probably already on hand in the English department.

There are practically no standardized tests for business English. In the testing of business English procedures, specific letter problems are satisfactory. They may even be scored objectively by weighting the pupils' ability to handle certain important factors. Proofreading poorly written letters is another way of testing pupils' ability to recognize and correct inaccuracies and inexactness. Finally, tests of the pupils' knowledge of business practices may be made up of questions on the subject matter of the text and on important points brought out by class discussion.



INTERVIEWS ARE NECESSARY

BUSINESS EXPLORATORY

The course in business exploratory is primarily a tryout course.

Objectives:

1. To provide pupils with tryout experience in typical business occupations through which they can explore their interests and abilities
2. To provide an opportunity for the teacher to explore and discover the aptitudes and interests of the pupils and then analyze these findings
3. To inform the pupils about the various business occupations: the work done, the duties required, the general and educational qualifications expected, advantages and disadvantages, and the opportunities each presents to the worker
4. To explore the interests, preferences, and abilities of the pupil through standard tests of mathematical ability, tests of aptitude, and through interest inventories
5. To provide means of collecting and organizing into usable form all significant information about each pupil which bears upon his prospects of success in the various business occupations

6. To provide counseling opportunities whereby the individual pupil may receive assistance in evaluating his interests, abilities, and experiences for the purpose of making an intelligent choice of sequence in the business education curriculum

Equipment and Supplies:

All equipment and supplies in the department should be made available for use in teaching shorthand or any business subject presented in the tryout experiences.

General Content of Course:

1. Principles of Selling (approximately nine weeks)
 - a. Selling as a career
 - b. Personality factors for selling
 - c. Store vocabulary and oral expression in selling
 - d. The selling process
 - e. Sales talks and demonstrations
 - f. Arithmetic in selling
 - g. Techniques of dealing with customers
2. Shorthand (approximately nine weeks)
 - a. The content of the course will be the presentation of the beginning of basic theory of the shorthand system used
 - b. Mastery of shorthand theory is not the ultimate objective

Procedures and Techniques:

1. Present all exploratory experiences from the vocational viewpoint.
2. Apply the same techniques and teaching principles in presenting the units as would be used in the teaching of principles of selling and shorthand.
3. Make all experiences with subject matter real and as near as possible to working conditions in business, in order that the exploration will have definite value as guidance.

Standards or Accomplishments:

No pupil should be failed in business exploratory because the major aim is guidance and help in discovering the pupil's capability and interest for business occupations.

BUSINESS LAW

There are few subjects in the high school which have more personal-use value for good citizenship than business law. Everyone, regardless of his vocation, makes contracts, uses negotiable instruments, buys or rents property, borrows or lends money, becomes involved in some bailments, and finds need for other principles of everyday law.

Objectives:

1. To have the pupil acquire a practical, businesslike, up-to-date, and acceptable knowledge of his rights and obligations in transactions common to his everyday living
2. To help the pupils develop good habits of citizenship and to show the need of rules in the home, on the basketball court, etc.
3. To inform the pupils of current legislative enactments and how they will apply to everyday living
4. To develop in the pupils a realization that ordinances, laws, courts, and governmental services exist for the protection of society
5. To develop in the pupils an interest in local incidents where civil rights are involved
6. To acquaint pupils with our system of courts, their functions, and jurisdiction
7. To teach the form, content, and use of common legal documents
8. To give to pupils an understanding of the fundamental principles of law that are useful to all persons in everyday living
9. To develop in the pupil the realization that legal counsel is desirable in certain cases

Equipment and Supplies:

A suggested list of special equipment for the business law classroom is: blackboard, bulletin board, dictionaries (including law dictionaries), films, opaque projector, textbook supplement on Pennsylvania laws, pointer, sound projector, stapler, supplementary law books for classroom and library, teacher's plan book and manual.

The following supplies will be found very helpful in a business law classroom: Specimens of various types of forms, tests (standardized and teacher-made), workbook to accompany the law text.

The following is a partial list of films that may be used to supplement the material in the textbook:

- | | |
|------------------------------|--|
| "How a Bill Becomes a Law" | Pictorial Films, Inc., R. K. O. Building, Radio City, New York 20, N. Y. |
| "Foot Faults" | United World Films, Inc., Rockefeller Center, New York 20, N. Y. |
| "Buyers Beware" | Teaching Film Custodians, 25 West 43 Street, New York 18, New York |
| "Honesty Is the Best Policy" | Religious Film Association, Inc., 11 West 42 Street, New York 18, N. Y. |
| "Your Money and Mine" | Radio Corporation of America, RCA Victor Division, Education Department, Camden, N. J. |

Other films may be secured from the following sources:

Association Films, YMCA Motion Picture Bureau, 247 Madison Avenue, New York 17, New York.

College Film Center, 84 East Randolph Street, Chicago 1, Ill.

Coronet Instructional Films, 65 East South Water St., Chicago, Ill.

March of Time, 369 Lexington Avenue, New York 17, N. Y.

United States Secret Service, Treasury Building, Washington, D. C.

General Content of Course:

1. Law and Its Administration
 - a. The nature and classification of the law
 - b. The courts and court procedure
2. Contracts
 - a. Nature of contract
 - b. Offer and acceptance
 - c. Consideration
 - d. Void and voidable contracts
 - e. Unenforceable contracts
 - f. Performance of contracts
 - g. Rights of third parties
 - h. Discharge of contracts
 - i. Remedies for breach of contract
3. Bailments
 - a. Nature
 - b. Bailments for the benefit of bailor—bailee—both parties
 - c. Accommodations at hotels
 - d. Carriers of goods and passengers
4. Sales
 - a. Making and form of the contract
 - b. Transferring title
 - c. Statute of frauds
 - d. Installment sales and chattel mortgages
 - e. Rights and remedies
5. Employer and Employee
 - a. Contracts of employment
 - b. Protection of employees
6. Negotiable Instruments
 - a. Types of negotiable instruments
 - b. Creation of negotiable instruments
 - c. Transferring negotiable instruments
 - d. Discharging, dishonoring, and protesting negotiable instruments
 - e. Banks and banking
 - f. Discharge
 - g. Checks
 - h. Banks and banking
7. Agency
 - a. Creation of the agency
 - b. Principal and third party
 - c. Principal and agent
 - d. Agent and third party
8. Insurance
 - a. The insurance contract
 - b. Types of insurance
 - c. Legal aspects
9. Real Property
 - a. Acquisition of title
 - b. Buying and selling real estate
 - c. Real estate mortgages and liens
 - d. Landlord and tenant
 - e. Wills
10. Other Topics (may be covered if time is available)
 - a. Partnerships
 - b. Corporations
 - c. Torts and business crimes
 - d. Special laws to protect consumer interests
 - e. Surety and guaranty—relationship, obligations, and rights

Procedures and Techniques of Teaching:

1. The course in business law may be very profitable and interesting to the students, if the teacher will draw upon her imagination and resourcefulness, and then come down to the level of the class by having them draw upon their common experiences.
2. Have the students draw up simple contracts and other common negotiable instruments.
3. Invite representative speakers to discuss various phases of law, such as wills, insurance, real estate.
4. Use case problems to illustrate the principles of law. Clarify with your own personal experiences.

5. Use illustrative materials on the bulletin board; use films, etc., to make the course a vital one.
6. Require students to keep a notebook for assignments, notes, business forms, and clippings pertaining to law. (Be careful when discussing local cases.)
7. Select appropriate court cases for students to witness. Discuss the objectives with the class before the trip, and later evaluate the objectives.
8. Preview assignments to direct pupils' attention to specific items requiring memorization or unusual application. Preview may disclose legal experiences of class members which will create additional interest.
9. Presentation of a mock trial—using a school situation for the case.

Accomplishments or Standards:

Knowledges and understandings in business law may be determined by formal or informal tests. Remedial teaching should be a part of every test that is administered.

The various types of objective tests that may be prepared by the teachers are: true-false, true-false correction, matching, multiple choice, completion, problem-point tests, cases, and legal form tests. Tests are available from many publishing companies on various units of business law.

If many kinds of tests are used, the measuring will be more comprehensive and complete.

BUSINESS MATHEMATICS

This course is recommended for those students who do not meet a predetermined standard as determined by a test given early in the twelfth year.

Objectives:

1. To provide the opportunity for review of the fundamental processes and certain selected problems in business arithmetic which may serve to refresh and alert the student so that he may be better prepared to serve business
2. To present, for personal and business use, a better understanding of the principles of business requiring arithmetical skills, techniques, and procedures necessary in any store or office work
3. To develop the ability to recognize the problem involved in a problem-solving situation and be able to attack the problem and complete the necessary steps in its solution with the least amount of wasted time and motion

4. To develop an appreciation for the need of speedy and accurate computation of arithmetical problems arising in business, notwithstanding the necessity for calculating-machine technique
5. To diagnose, by accepted testing procedures, the student difficulties arising in the computation of the fundamental processes and in problem-solving and to improve the effectiveness of remedial work in the fundamental processes and in problem-solving

Equipment and Supplies:

The use of flash cards for number combinations, etc., has some value as does the same technique applied to slides used in a still projector with a flash meter attachment.

Assorted illustrations pertinent to the topic being discussed, such as notes, drafts, financial statements, payrolls.

A flannelgraph can be used successfully to illustrate fractions, percentage, etc.

General Content of Course:

1. Concentrated Drill and Practice
 - a. Addition, subtraction, multiplication, and division of whole numbers
 - b. Fractions (fundamental processes)
 - c. Aliquot parts (fundamental processes)
 - d. Decimals (fundamental processes)
 - e. Decimal fractions (fundamental processes)
2. Problem-solving as Applied to Practical Statement Problems
 - a. Bankers' interest; accurate and compound interest
 - b. Bank discount
 - c. Trade and cash discounts and price marking
 - d. Percentage
 - e. Profit and loss
 - f. Payroll with social security, withholding taxes, etc.

Procedures and Techniques:

The problem-solving portions of the above course outline may be used together with the appropriate fundamental processes. A review of the fundamental processes calls for intelligent drill and diagnosis. Arithmetic exercises should be cumulative rather than isolated processes.¹

Teacher emphasis is to be placed on diagnosis. The following statement of procedures to use in arithmetic diagnosis describes a general plan of attack²:

1. The teacher should give a survey test to secure an initial picture as to the status of the class as a whole.
2. The teacher should make a careful analysis of the work on the test to locate obvious deficiencies or the types of exercises most frequently solved incorrectly by the class as a whole.

¹ *Psychology Applied to Skill Building*, B.E.W. Service Booklet No. 23. The Gregg Publishing Co., New York, 1943

² Brueckner, L. J., and Melby, E. O. *Diagnostic and Remedial Teaching*. Houghton-Mifflin Co., Boston, 1931.

3. The teacher should then select for careful study those pupils whose work was considerably below the standard in one or more of the processes.
4. After the class has begun to work on the assignment, one pupil who has been selected for special study should be called to the teacher's desk. The purpose of the diagnosis by the teacher should be the location of faulty methods of work, lack of knowledge on the part of the pupil, and other possible causes of inefficiency. At this step the teacher should not attempt to remedy the situation by teaching correct procedures.
5. The teacher should next select a standardized diagnostic test in the process to be investigated (see list of tests) or should use some similar set of examples prepared for the purpose.
6. The teacher should explain to the pupil that he will make it easier to diagnose his difficulties if he will do his work aloud, so that the teacher may observe his procedure. Having students do work at the board is also good for this purpose.
7. As the pupil works, the teacher should make notes of the types of faults that are discovered. Such a record is facilitated by the use of the record blanks that are provided with certain diagnostic tests.
8. When the work of the test has been completed, the teacher should carefully analyze the notes taken during the examination and summarize the findings of the diagnosis.
9. The necessary reteaching and remedial work should then be undertaken in the light of the findings of the diagnosis.

The following are some symptoms of difficulty in arithmetic as prepared by Brueckner¹:

1. Low scores on survey tests
2. Low scores on analytical tests
3. Inability to work three or four examples of a type correctly
4. Inaccuracy of work
5. Slow rate of work
6. Faulty methods of work
7. Faulty arrangement of work
8. Guessing
9. Failure to improve with practice
10. Excessive and unnecessary motor activity
11. Repetition of the work on an example in which the work was partially completed
12. Confusion of processes
13. Lack of interest
14. Failure to answer correctly questions dealing with the interpretation of tabular and graphic materials
15. Inability to array quantitative data in graphic or tabular form
16. Inability of the pupil to restate a problem in his own words
17. Faulty concepts and beliefs
18. Inability to apply what has been learned in practical situations
19. Inadequacy of vocabulary

¹Brueckner, Leo J., *Educational Diagnosis, Thirty-Fourth Yearbook of the Society for the Study of Education*. Public School Publishing Co., Bloomington, Illinois, 1935.

Although there are numerous diagnostic tests on the market, quite a number have established norms only for students in the elementary school. The teachers will have to examine and experiment with them in order to determine which are most suitable for their purpose.

Standards or Achievements:

Norms have been established for various tests on the fundamental processes. No norms have been established for the practical thought problems pertaining to business situations which are specifically covered in this suggested course of study.

It is difficult to say at which point the line should be drawn to determine those who are to be exempt from those who must enroll in the course. A score of ninety, on a one-hundred-problem standardized test on fundamentals, may be combined with reasonable facility in problem-solving. Since there are no standardized tests which measure only problem-solving ability, teachers will have to devise their own tests and, on the basis of their experience, attempt to determine a minimum score which would show enough satisfactory achievement to exempt the student from the course.

Until there is agreement on what is to be taught and upon what things emphasis should be placed, it will be difficult to compare progress or pupil achievement with the progress or pupil achievement in other schools. Special community needs may prevent complete agreement on what is to be taught, but it would seem that there are some core or basic areas in business arithmetic from which all students would benefit.

SUGGESTED TESTS AND READINGS

Lee-Clark, *Arithmetic Fundamentals Survey Test* (High School Edition), California Test Bureau, 5916 Hollywood Boulevard, Los Angeles, Calif.

Los Angeles Diagnostic Tests, *Reasoning in Arithmetic*. California Test Bureau, Los Angeles, Calif.

Reavis and Breslich *Diagnostic Tests in the Fundamental Operations of Arithmetic and in Problem Solving*. University of Chicago Press, Chicago, Ill.

Schorling, Clark, Potter, *Hundred-Problem Arithmetic Test*. World Book Co., Yonkers-on-Hudson, New York.

Stevenson *Problem Analysis Test*. Public School Publishing Co., Bloomington, Ill.

Brueckner, Leo J., *Diagnostic and Remedial Teaching in Arithmetic*. The John C. Winston Co., Philadelphia, 1930.

Tiegs and Clark *Progressive Achievement Tests* (Advanced Battery). California.

CLERICAL PRACTICE

The world of business has changed so that a large percentage of office workers are employed as general clerks. Often these general clerical jobs are the starting positions with many firms.

In recent employment statistics issued by the Census Bureau, the number of men office workers is about equal to the number of women. But among the men, 2.4 per cent are stenographers, 19 per cent are bookkeepers, 72 per cent are clerks, and 6.6 per cent are cashiers, canvassers, or agents. In contrast, 37 per cent of women office workers are stenographers, 39 per cent are clerks, 20 per cent are bookkeepers, and 4 per cent are cashiers, canvassers, or supervisors. Less than five per cent of bookkeepers, of either sex, are under twenty-three, and more than half of all office workers are designated as clerks.

Objectives:

1. To develop a sense of responsibility toward an employer
2. To develop ability to perform the functions of a clerk with speed and accuracy
3. To acquire a realization of the need for an agreeable attitude
4. To realize the importance of maintaining high standards
5. To acquire standards of honesty, responsibility, and fair play
6. To acquire a standard of speed and legibility in handwriting
7. To acquire an attitude of respect and courtesy
8. To acquire an attitude of cheerful and effective cooperation

Equipment and Supplies:

1. Textbooks and workbooks
2. Specimens and exhibits of clerical activities in the community
3. Business forms and records from the local business firms
4. Materials prepared by business organizations for their own employees
5. General and business magazines

General Content of Course:

1. Instruction concerning the function of and drill in performing the clerical work of
 - a. The purchasing department
 - (1) Handling purchase requisitions
 - (2) Keeping files of catalogs, price lists, and card files
 - (3) Writing requests for quotations
 - (4) Writing and placing purchase orders
 - (5) Handling acknowledgments of orders
 - (6) Using follow-up devices
 - b. The receiving department
 - (1) Handling freight arrival notices
 - (2) Checking content slips
 - (3) Using the vendor's invoices
 - (4) Using bills of lading
 - (5) Using notifications of goods received
- (7) Recording in the purchase order register
- (8) Making requests for credit
- (9) Filing reports of damaged goods
- (10) Filing reports of over and under quantities received



FILING FOR CLERICAL TRAINING

- (6) Filing requests for a tracer of overdue goods
- (7) Handling freight bills
- (8) Recording incoming shipments
- c. The stock and stores department
 - (1) Using bin tickets
 - (2) Writing stock requisitions
 - (3) Writing *Condition of Stock* notices
 - (4) Writing *Rejection of Purchased Goods* slips
 - (5) Handling material requisitions
 - (6) Writing inventory sheets
- d. The sales department
 - (1) Copying orders
 - (2) Distributing copies of orders to departments that need them
- e. The shipping department
 - (1) Duties and qualities of the good shipping clerk
 - (2) Packing goods to be shipped
 - (3) Marking packages to be shipped
 - (4) Advantages and disadvantages of shipping by:
 - (a) freight
 - (b) express
 - (c) parcel post
 - (d) air mail
 - (e) truck
 - (5) Studying and using shipping rate books
 - (6) Making C.O.D. shipments by the various services
- f. The billing department
 - (1) Writing, computing, copying bills
 - (2) Mailing out bills
 - (3) Verifying or checking the accuracy of bills
- g. The cash handling department
 - (1) Identifying legitimate money
 - (2) Detecting counterfeit money
 - (3) Techniques of making change
 - (4) Care of cash and cash statements
 - (5) Writing bank deposit records
 - (6) Handling and recording vouchers
 - (7) Recording in the cash receipts journal
 - (8) Recording in the cash received by mail record
- h. The posting department
 - (1) Posting systems and machines
 - (2) Preparation of ledger cards and debit or credit media
 - (3) Recording in the sales journal
 - (4) Recording in the accounts receivable ledger

- (5) Recording on ledger and statement cards
- (6) Filing accounts receivable records
- i. The time and pay roll departments
 - (1) Recording and filing wage rate records
 - (2) Writing individual time cards
 - (3) Writing and using job tickets
 - (4) Writing and using pay roll exception reports
 - (5) Writing and using piece work reports
 - (6) Compiling and writing the pay roll
 - (7) Writing pay roll checks
 - (8) Writing individual pay roll records
 - (9) Planning the cash pay roll
 - (10) Preparing a currency break-up sheet
 - (11) Writing the memorandum of cash for pay roll sheet
- j. The accounts payable department
 - (1) Receiving and checking incoming invoices
 - (2) Computing discounts
 - (3) Writing the accounts payable voucher
 - (4) Recording in the voucher and check registers
 - (5) Filing vouchers and checks until the due date
 - (6) Obtaining signatures and mailing checks
- k. The credit and collection department
 - (1) Learning credit policies
 - (2) Using credit reports
 - (3) Using salesman's credit reports
 - (4) Making credit inquiries
 - (5) Using commercial credit agency reports
 - (6) Using *Credit Granted* forms
- l. The mailing department
 - (1) Learning the use of machines in the mailing department
 - (2) Keeping the *enclosure missing* register
 - (3) Keeping the *mail expected under separate cover* register
 - (4) Learning and using postal rates and services
 - (5) Preparing the outgoing mail
- m. The personnel department
 - (1) Learning the policies and functions of a personnel department
 - (2) Handling applicants
 - (3) Filing the employment applications
 - (4) Using and filing the medical examination records
 - (5) Using and filing reference request forms
 - (6) Using transfer records
 - (7) Using *Left Our Service* forms
- n. The filing department
 - (1) Indexing
 - (2) Filing
 - (3) Using filing forms and equipment
- o. The cost department
 - (1) Using the cost data envelope
 - (2) Collecting and filing cost data
- p. The statistical department
 - (1) Learning what are statistics
 - (2) Making statistical summaries
 - (3) Preparing graphical representation of statistics
 - (4) Using machines and devices common to the statistical department
- q. Messenger service
 - (1) Learning the qualities of an efficient messenger
 - (2) Learning city geography and locations

2. Special Drills in Handwriting

These drills should be based on improvement needed. At frequent intervals pupils should write specimens of their handwriting and teachers should point out illegible letters and figures. Pupils should then practice, out of class, writing exercises. English, history, and other notes may be graded by the clerical practice teacher for quality of handwriting.

3. Special Drills in the Mathematical Calculations

Stress the fundamental processes, fractions, decimals, aliquot parts, percentage, and discounts.

Procedures and Techniques:

1. Problems and exercises based upon records of business firms in the community should be utilized as class activities.
2. Certain lessons need to be of the informational type while others must be predominantly drill work on the fundamentals for the clerical jobs.
3. Well-prepared lesson plans need to be developed for each unit covering the facts, principles, or demonstrations to be presented in the lesson.
4. Pretests can be used to determine the particular deficiencies for each unit which should be stressed in the classroom.
5. Much of the content should be based upon analyses and surveys of clerical jobs in the local area.

Standards or Accomplishments:

Frequent objective tests, oral and written reports, and completed projects made by the pupils will show their grasp of the principles and techniques. The real value of this course should be the successful handling of general clerical jobs in the community after graduation.

CONSUMER EDUCATION

Consumer Education really begins where General Business Training leaves off, but with an intervening period of time. To be functional, the material of this course must be organized around the actual activities presently important in the life of each student. Consumption activities become more important when studied close to the time when the individual earns money and spends it for those goods and services necessary for maintaining a standard of living. This separate course of study should more properly be placed in the 12th year, but it might possibly be introduced in the last half of the 11th year, the course to extend for a period of two semesters.

The outcomes of such a course should tend to develop a workable philosophy of consumption. The objectives listed are for each unit of study during the entire course.

Objectives:

1. To have students develop an intelligent philosophy of the consumption of goods and services
2. To have students learn how to plan expenditure of a money income in order to increase personal satisfactions consistent with an acceptable standard of living
3. To teach students how to become better and more intelligent users and buyers of goods and services offered by business by giving the students a better understanding of prices, values, quality, and utility of goods and services

4. To have students develop a "pattern for living" by securing a better understanding of concepts and attitudes regarding intelligent and planned spending
5. To have students become better citizens by learning how to plan for economic security and financial independence
6. To develop an understanding of the consumer's status in our present economic system

Equipment and Supplies:

Although this course is best taught by the project method, a basic textbook is advisable, for reference primarily. Several copies of other reference books will be helpful. From literally hundreds of sources pamphlets, charts, and other illustrative material may be secured; for example: Better Business Bureau Booklets, Household Finance Booklets, Consumer Education Series by the National Association of Secondary School Principals. A word of caution: investigate carefully the source of the material. A filing cabinet, cupboards, and a large bulletin board are essential for proper division and display of materials. With the increasing use of visual aids an opaque projector and a 16-mm. projector will prove invaluable as aids to proper instruction. There are many excellent films available for the alert teacher of consumer education. Slides can be developed and used to show the more difficult parts of each project.

General Content of Course:

Section I—Consumer Wants and Desires

1. Development of Our Present Economic System
 - a. Necessary economic knowledges
 - b. Establishing prices; markets
 - (1) Producer
 - (2) Distributor
 - (3) Retailer
 - c. Aspects of a profit economy
2. Why Do We Purchase—Influencing Factors
 - a. Necessity
 - b. Luxury
 - c. Miscellaneous factors
 - (1) Producer influence
 - (2) Conspicuous display
 - (3) Individual differences
 - d. Custom
 - (1) Food
 - (2) Marriage
 - (3) Burial
 - (4) Clothing
 - (5) Ceremonial
 - e. Fashion
3. What Do We Want?
 - a. A good standard of living
 - b. An acceptable pattern of living

Section II—A Consumer Program of Action

1. Planning Expenditures—Budgeting Our Resources
 - a. Planning for buying
 - (1) What to buy
 - (2) Where to buy
 - (3) When to buy
 - b. Sources of Buying Information
 - (1) Standards, grades, and labels
 - (2) Government agencies
 - (3) Private agencies
2. Planning a Savings Program
3. Protection
 - a. Insurance
 - b. Hospitalization
 - c. Retirement funds
4. Shelter
 - a. Renting a home
 - (1) Legal responsibilities
 - (2) Financial responsibilities
 - b. Buying a home
 - (1) Legal responsibilities
 - (2) Financial responsibilities
5. Aids to buying
 - a. Advertising
 - b. Borrowing money
 - c. Buying on credit
 - (1) Charge account
 - (2) Installment credit

Section III—Specific Buying Problems

- | | |
|-------------------------------------|----------------------------|
| 1. Food | 5. Leisure Time Activities |
| 2. Clothing | a. Reading |
| 3. Household Equipment and Supplies | b. Advanced education |
| 4. Medicine and drugs | c. Traveling |

Procedure and Techniques of Teaching:

This subject cannot be presented adequately by the assignment-study-textbook-recite-test procedure as so often is the case in the secondary schools. The basic text is used solely as the first reference consulted when the students are confronted with a problem to be solved. A library of books, pamphlets, etc., must be available at all times in this type of learning experience. The business establishments in the community or, if the community is small, in the community in which the buying is done, offer actual situations for class discussion. For example, in studying a unit on clothing let a committee discover what is available for purchase in the community, what prices are prevalent, how these prices compare with those in other communities, what information is given on labels, and the policy of the retail group as the starting point for the discussion. With this information a set of buying guides can be drawn up by the members of the class which in turn can be used for a second investigation of the total picture of local conditions. Let experts in the field talk to the class *after* these investigations have been completed. Bring advertising men, insurance men, credit men, etc., to the classroom to answer questions raised by the students. Secure actual problems by having the students bring them to class. These problems may be the result of the personal experience of the students or their parents. The answer which is satisfactory will be found in the reading material, discussion, charts, talks with businessmen, and possibly a film. Use any technique that will adequately answer the problems in the light of present use.

Accomplishments or Standards:

Test for understanding. The teacher wants the students to learn how to use the various services of business as they engage in consumption activities. Students must understand what procedures are most useful in securing the greatest number of satisfactions for money spent. Some will understand better than others, but we know that every individual will be a better consumer from the study of this course; the degree to which each will use the knowledges and understandings *cannot be measured*. Construct problem situations for testing purposes; the degree of understanding expressed in the answers will be a measure of accomplishment of objectives. Observe the students day by day; these observations provide the teacher with significant evidence of understanding. Examine each student's work carefully; the things he does and things he says provide a rich source of information or understanding.

Pen and pencil tests provide the teacher with a record of facts retained by the students but very rarely are they sufficient in themselves for measuring the understandings the course will attempt to develop.

ECONOMIC GEOGRAPHY

Economic geography deals with major industries, basic resources, and economic problems of the leading nations of the world. It aims to interpret the earth in terms of its usefulness to humanity. Its materials, concepts, and principles are of concern to the average citizen and vitally affect the policies of government.

Geography is fundamental to the understanding of history, of economics, of sociology, of government, of international relations, and of foreign investments and trade.

Objectives:

1. A respect for facts and their interpretation
2. An appreciation of the economic and cultural interdependence of peoples, regions, and nations
3. An understanding of how a nation's location and natural resources affect its economy and its position in world affairs
4. An understanding of the location and natural resources of the United States in relation to other nations
5. An evaluation of the need for international understanding as a means of greater social, economic, and commercial growth; especially the relationship of American interests and problems to the rest of the world
6. An appreciation of the significance of communication and transportation in a changing world
7. An understanding of the importance of geography as a factor in determining the locations of cities and industries
8. An understanding of the importance of the way in which natural resources are used and conserved

Special Equipment and Supplies:

Much depends upon the wise selection of a textbook. Maps, charts, graphs, and pictures in the textbook can be used to advantage in the classroom, and are always available to the student for use outside the classroom. It is easy also for the student to study these at close range, and without haste.

1. Notebooks, as discussed in the section on procedures and techniques of teaching, are essential.
2. A globe is highly desirable. This should probably be a physical-political globe.
3. Also, in this air age, a large flat map constructed on the azimuthal equidistant polar projection should be available for use in the classroom.
4. A traditional Mercator's projection is still valuable for the teaching of water routes, and for comparison with the azimuthal projection.

Other valuable items of equipment are:

1. Regional physical and political maps
2. World products, climatic, oceanic, and population maps
3. A world atlas and the *World Almanac*
4. Government bulletins and pamphlets
5. Charts, graphs, pictures, and posters from various sources
6. Selected slides and motion pictures
7. A work table
8. A bulletin board
9. Workbooks
10. Trade journals and selected magazines

General Content of Course:

1. Introduction and Orientation
 - a. Definition of economic geography
 - b. Importance of economic geography
 - c. Map study
2. The Commercial World
 - a. Peoples and occupations
 - b. Natural conditions and resources
 - c. Trade and transportation
 - d. Commercial regions
3. The United States and Canada
 - a. Topography
 - b. Transportation in the United States
 - c. The lumber industry
 - d. American horticulture
 - e. The North American wheat crop and its world significance
 - f. Meat-packing and the Corn Belt
 - g. Dairying and the Dairy Belt
 - h. Cotton
 - i. The Tobacco Industry
 - j. Coal
 - k. Iron and steel
 - l. Copper and the electrical industries
 - m. Petroleum
 - n. The automobile
4. Tropical America
 - a. Commercial relations of the United States with Tropical America
 - b. Resources
 - c. Agricultural products
 - d. Manufacturing and trade
5. Western Europe
 - a. Place in commerce
 - b. Commerce and industries
 - c. The Continental Seaboard
 - d. Resources
- e. Communication and transportation
- f. Manufacturing in the uplands of Western Europe
- g. Agriculture and related occupations
6. Eastern Europe and Soviet Asia
 - a. Settled and unsettled regions
 - b. Commerce
 - c. Mineral wealth
 - d. Forest Belt of Northern Eurasia
 - e. The Great Central Plain
 - f. Eastward expansion
7. Commercial Relations of the Orient
 - a. Resources
 - b. People
 - c. Industries
 - d. Agriculture
 - e. Communication and transportation
8. Southern Hemisphere Regions
 - a. Resources
 - b. People
 - c. Industries
 - d. Agriculture
 - e. Communication and transportation
9. World Relationships
 - a. Conditions of living in various regions
 - (1) How people live
 - (2) What people eat
 - (3) Religious beliefs
 - (4) Education
 - (5) Attitudes toward neighbors
 - b. Production and consumption
 - (1) Food
 - (2) Clothing
 - (3) Home
 - (4) Appliances and machinery

NOTE: Teachers are referred to another excellent approach to the content of the course in economic geography as outlined in detail by Ray G. Price, of the University of Minnesota, appearing in the *Business Education World*, April, 1949, pp. 463-466, Gregg Publishing Company, New York.

Procedures and Techniques:

A great deal depends upon the introduction and orientation. In this, as in all other parts of the course, it is well to start with the student and his own immediate environment.

From the home, the school, and the local community, the class can progress to wider areas of consideration. The relationship between the individual and the immediate topic should always be stressed. The relationship is there, and needs to be pointed out. At the same time, once made clear, it will arouse and hold interest.

As each new topic is introduced, an outline of the principal points may be written on the blackboard. Minor or intricate details should be omitted from this outline. It may serve as a basis for study, discussion, and testing.

Workbooks are published in conjunction with some of the available textbooks. A term paper is another means of arousing interest.

Map work and the preparation of charts and graphs have a place. These can be displayed in the classroom, and later inserted in the notebooks. The student can be encouraged also to gather and prepare other material for his notebook or classroom exhibition. Some of this work can be kept by the teacher for future use, and the student praised for his contribution to future groups.

On a larger scale, an economic geography exhibit for the public merits consideration.

There are many slides, pamphlets, motion pictures, graphs, pictures, and posters available for classroom use.

Field trips to local industries and places of geographic interest are suggested.

Talks by representatives of local industries are recommended.

Debates, special reports, and panel discussions might be considered.

Standards or Accomplishments:

Tests should be designed by the teacher to measure the achievement that might reasonably be expected from his instruction in the class.

If the students are to develop a respect for facts and their interpretations, then the measurement of achievement must be based on economic and geographic facts. The interpretations might be expected to vary, but should be based upon accurate knowledge. It is not a matter of telling the student what to think, but of making certain that he knows what he is thinking about.

Unit tests, given at frequent intervals, and calling for factual knowledge, are suggested.

An occasional longer test might be given for purposes of review and emphasis.

Discussion tests, or questions, may be used in advanced grades or high ability groups. In evaluating the answers, however, the teacher should look for the geographic facts on which the student bases his discussion.

Tests are, of course, not the only means of determining if the objectives are being achieved. A great deal can be determined by skillful directing and questioning in the classroom. Observation of the class at work on

projects, notebooks, etc., provides the teacher with valuable information needed to regulate his instruction.

Results are invariably improved if the teacher tells the students what is expected of them. Poor work is often the result of failure by the student to direct his work and study along the most profitable lines.

GENERAL BUSINESS

To attain competency in performing the common business activities by experience alone, as has been our practice quite largely in the past, is not only inefficient, but costly to the person, the business, and to society as a whole. In a recent study made in a Pennsylvania school some data of pertinent interest to this subject were revealed. A battery of 166 multiple-choice questions was administered in two parts to 56 pupils in the junior high school who had not taken a course in General Business. These questions were selected at random from achievement tests in this subject. The median score was 86 right. The range was from 46 to 118 right. This is a poor performance on subject matter which everyone should know.

Objectives:

1. To prepare boys and girls for a better economic life by presenting the tools of personal living
2. To make clear the democratic relationship of the individual and government and of business and government
3. To sharpen the computational skills
4. To offer practice in the writing skills
5. To provide opportunities to develop oral and written expression
6. To provide educational and vocational guidance for those interested in a business career
7. To lay a foundation of basic business education for specialized studies in business by providing a general background for such studies

Equipment and Supplies:

It is good practice to make the text a guide to community resources. Since all of the subject matter of General Business is closely related to the practical economics of the community, the teacher should make the community a source for illustrations. It is good practice to use a workbook in this course. It is an imposition to ask business establishments of a community to supply classes with the number of forms necessary for practice work. On the other hand, local forms for illustrative purposes are valuable.

Films, filmstrips, recordings, posters, pictures, road maps, time tables, directories, etc., should be standard equipment. Current literature in this field contains many references to this material; without it the course becomes too bookish.

Adequate bulletin board space is necessary to do a good job in this subject. Blackboards, motion picture equipment, projectors for film strips, etc., are needed.

General Outline of Course:

1. **Business and the Community**
 - a. The consumer's relation to business
 - (1) The consumer and the producer
 - (2) Everybody's interest in business
 - (3) Business services
 - (4) Interdependence of business
 - b. Tools of everyday living
 - (1) Use of arithmetic in business
 - (2) Importance of arithmetic
 - (3) Accuracy and speed in arithmetic
 - (4) Practical problems
 - (5) Writing legibly
 - (6) Ruling lines
2. **Money and Financial Records**
 - a. Important facts about money
 - b. Kinds of money
 - c. How money is handled
 - d. Substitutes for cash
3. **Thrift and Budgeting**
 - a. Planning
 - b. Budgeting
 - c. Records of income and expenditures
4. **Securing and Keeping Information**
 - a. The library
 - b. Directories and reports
 - c. Filing
5. **Credit and the Consumer**
 - a. Credit as an aid to business
 - b. Retail credit
 - c. Small-loan agencies
6. **Sharing Risks**
 - a. Insurance
 - b. Life insurance
 - c. Other types of personal insurance
 - d. Property insurance
 - e. Automobile insurance
7. **Supporting the Government**
 - a. Taxes
 - b. Kinds of taxes
 - c. Tax problems
8. **Banking**
 - a. Kinds of banks
 - b. Checking and savings accounts
 - c. Other bank services
9. **Communication**
 - a. Mail
 - b. Telephone
 - c. Telegraph
10. **Travel**
 - a. Travel information
 - b. Railroads
 - c. Other means of travel
11. **Buying by the Consumer**
 - a. Complexity of buying
 - b. Some aids in buying
 - c. Buying some special products
 - d. Buying metered services
12. **Transportation**
 - a. Parcel post
 - b. Railway express
 - c. Railway freight
 - d. Preparing shipments
13. **Selling**
 - a. Kinds of selling places
 - b. Invoices and statements
14. **Ownership of Property**
 - a. Single proprietorship
 - b. Partnership
 - c. Corporation
 - d. Cooperative
 - e. Bonds
 - f. Stocks
 - g. Investments
15. **Home Ownership**
 - a. Housing
 - b. Buying homes
 - c. Renting homes
 - d. Some legal items
16. **Planning One's Life Work**
 - a. Educational and vocational guidance
 - b. Jobs in business
 - c. Beginning jobs in business
 - d. Qualifications of the worker in business
 - e. Personality of the worker
 - f. Applications
 - g. Interviews



TELEPHONE TECHNIQUES HAVE A PLACE IN THE CLASSROOM

Procedures and Techniques:

Teachers should plan their work to be sure that they accomplish what they are after. The first step is to master the content or background material. Concepts should be organized around questions such as: What is? Who renders this service to us? Who benefits? What should consumers know? What vocations are involved? What do they do? What personal skills are needed? Do we have them? What personal traits are needed? Do we have them?

The second step is to use a number of sources for *reference* in addition to the text. Most chapters can be the basis for further sources of information. Other textbooks, pamphlets, visits, speakers, and films, are a few examples.

The third step is to engage students in purposeful *activities*, such as to find, to develop, to practice, to emphasize, to illustrate, and to exhibit material pertaining to the topic under consideration.

Two types of tests should be developed in this course: (1) achievement tests covering information and (2) attitude tests to check on such concepts as: Shall I buy insurance or spend this money for a car? Shall I save or buy that new hat? Shall I budget or let things take care of themselves?

The tests should be objective and essay-type. A good balance will help develop a knowledge of facts and given practice in expressing them. Papers should be marked with three grades; every paper marked, should

be graded for (1) subject matter, (2) English, and (3) legible handwriting.

Standards and Accomplishments:

There are two basic outcomes for this course. The first is the laying of a foundation of practical economics for everyday life, and the second is the promotion of better citizenship. Through tests and class projects, pupils should reveal an understanding of the contents of the course. Emphasis should be placed on attitudes and changed behavior, rather than on a collection of facts.

OFFICE PRACTICE—CLERICAL AND STENOGRAPHIC

Clerical office practice, a terminal course, should be required of all students registered in the twelfth year of the General Clerical course and the Bookkeeping course.

Stenographic office practice, a terminal course, should be required of all students registered in the twelfth year of the stenographic course. For the stenographic group the items marked with an asterisk (*) in the outline to follow should be definitely emphasized first in the organization of its study plan; however, parts of all sections should be offered. The content of the sections to be studied should be determined by the length of the course, that is, a one-semester course or a two-semester course, the size of the classes, preferably less than twenty, and the size of the school.

The content of this course is designed to acquaint the prospective office worker with an over-all survey of office procedures. It is specifically conceived to include an understanding of office orientation, indexing and filing techniques, general clerical information, a working knowledge of listing and nonlisting machines, of dictating and transcribing machines, and a thorough knowledge of duplicating methods.

Objectives:

1. To attain a proficiency sufficient to meet the demands of the general office worker, and to inculcate a desire for absolute accuracy, neatness, and thoroughness
2. To develop those personal qualities which are essential for success in the business world
3. To develop reasonable skill and facility in the solution of practical business problems
4. To acquaint the pupil with the fundamental principles of various business forms and the application of those principles to practical problems
5. To give the student a knowledge of business and office organization from the point of view of the office worker



DUPLICATING IN OFFICE PRACTICE

6. To develop a practical knowledge of the operations of various voice-writing machines
7. To develop a practical skill in the use of listing and nonlisting machines
8. To develop a practical knowledge of and appreciation for the methods of duplicating materials under varying conditions
9. To emphasize the development of proficiency in the commonly used filing systems
10. To help the student develop further skill in production typing
11. To help the student compose business letters
12. To give the student training in applying for a position
- *13. To increase the ability to transcribe shorthand notes accurately, giving attention to punctuation, spelling, context sense, and arrangement
- *14. To apply stenographic skill to practical stenographic and secretarial problems through the medium of laboratory assignments

Equipment and Supplies:

The office practice room should be large, well lighted, and quite spacious, with a section cut off to resemble a private office where conferences can be held. This is especially true where a coordinator is

employed to supervise the work-experience program. The office should be equipped with an executive's desk, chairs, filing cabinets, telephone, and other suitable office furniture and fixtures. The classroom should exemplify an office whenever it is feasible.

It is suggested that the office practice equipment should, according to the length of the course of study, include:

Well-desks and chairs with typewriters (elite, pica, long-carriage, and electric)
Small tables and chairs with listing and nonlisting machines (ten-key, full-bank, key-driven, crank-driven types of machines)
Stencil, liquid and gelatin duplicating machines with large working tables, drawing boards and styli
Filing drawers and storage cabinets
Large areas for bulletin boards and blackboards
Voice-writing, transcribing, and shaving machines
Projector, screen, and blackout shades
Check protector, numbering machine, interval timers, practice telephone, stapler, and mailing scales
Wastepaper baskets, filing trays, practice filing boxes, book racks, line-a-timer holders, three-hole punch (size adjustable), scissors, pencil sharpeners, clip boards, and rubber stamps

It is suggested that the supplies should, according to the length of the course of study, include:

Miniature filing practice sets with cross-reference sheets, filing folder tabs, standard alphabetic guides for filing drawers and manual folders
Various business forms, stationery and envelopes, different colors and grades of typing and duplicating paper, stencils, master carbons, carbon paper, file wrappers, protective covers
Correction fluid and wax correction pencils, erasers, staplers, listing machine tapes, paper clips, mending tape, ink, pens and holders, pencils, duplicating ink and fluid, cards 3" x 5" and 4" x 6"
Reference books, good dictionaries, secretary's handbook, city directory, telephone directory, current periodicals and other carefully chosen reading matter

General Content of Course:

It is suggested that the teacher adopt a plan that will meet the needs not only of the student but of the community in which the student plans to work. A survey should be made of the community and a close relationship with the office managers be maintained in order to determine those items that must be stressed. In this manner the content of the course of study will be drawn from a variety of sources, and outlines will differ as to the time for presentation of the various units.

The following outline of content is suggested in order of presentation, with the exception of secretarial work:

1. Duplicating

- a. Teach the proper use of multiple carbons, erasing, and drawings
- b. Teach the correct procedure in typing master copies for liquid and gelatin machines, also how to correct errors and make drawings and color work
- c. Teach stencil typing, drawing and color work, and correction of errors
- d. Specific organization charts may be planned in the steps of operating the duplicating machines (stencil, liquid, and gelatin)

2. Filing

- a. Teach the basic principles of filing and indexing with aid of the miniature filing sets and cross-reference sheets
 - (1) Alphabetic filing
 - (2) Subject filing
 - (3) Geographic filing
 - (4) Numeric filing
 - (5) Card system and follow-up

3. Clerical Information

- a. Answering letters without dictation
- b. Financial duties, negotiable instruments, and bank reconciliation statements
- c. Use of telephone and telegraphic services
- d. Typewriting techniques
 - (1) Preparation and correction of rough draft
 - (2) Summaries, reports, and legal instruments
 - (3) Fill-in form letters, billing forms, and cards

4. Secretarial Information

- a. Building transcription speed
Punctuation review; grasping meaning of sentences; spelling; syllabication; proof-reading; drills on thought phrases before transcription

5. Personal Information

- a. Qualifications—development of accuracy, dependability, cooperativeness, acceptance of responsibility, acceptance of criticism intelligently, loyalty, courtesy, initiative, stability, industry, cheerfulness, neatness in work, physical endurance, imagination, good grooming, punctuality
- b. Office conduct—that is, reference to office hours, use of working time, personal habits, note-taking, meeting of callers, office etiquette, etc.
- c. Office reference books—postal guide, shipping guides, credit rating books, special dictionaries and directories, secretarial handbook, etc.
- d. Securing and holding a position
- e. Relationship between employer and employe
- f. Miscellaneous information
 - (1) Mailing procedures (routing and dispatching)
 - (2) Assisting in taking inventories
 - (3) Proofreading material
 - (4) Attending switchboard
 - (5) Transportation procedures
 - (6) Travel information
 - (7) Business organization

6. Business Machine Study

- a. Adding listing machines
Full-keyboard and ten-key (fundamental processes—adding, subtracting, multiplication, and division)
- b. Calculating or nonlisting machines
Crank-driven and key-driven (fundamental processes—adding, subtracting, multiplication, and division)
- c. Dictating and transcribing machines
Transcribing, dictating, and shaving
- d. Bookkeeping machines
Posting and billing, using distribution sheet, accounts receivable, accounts payable, general ledger, trial balance
- e. Miscellaneous devices
 - (1) Consecutive numbering machine
 - (2) Check protector
 - (3) Electric typewriter



VOICE-WRITING IN THE SCHOOL

- (4) Long-carriage typewriter
- (5) VariTyper
- (6) Telephones (intercommunication systems)
- (7) Paper cutter
- (8) Multiple punch
- (9) Various paper fasteners

Procedures and Techniques:

1. The class organization should be one that is flexible and lends itself to class discussion, office visitations, job problems, and a rotation plan for machine study. The rotation plan of study will be found in most office practice workbooks or textbooks.
2. It is recommended that as equipment becomes available, more practical experience with the equipment should replace classroom discussion.
3. The teacher or coordinator should become a supervisor in an informal business atmosphere rather than a disciplinarian in a formal classroom.
4. The office projects should be organized in order to provide ample opportunity for establishing leadership—office managers, supervisors, and receptionists.



VARITYPER IN OFFICE PRACTICE

5. Each pupil should assume the responsibility of office manager and receptionist one week each semester, or two if the enrollment permits.
6. The student office manager or student supervisor should be gradually given the opportunity to perform tasks without close supervision of the instructor.
7. The duties of the office manager or supervisor should include: dusting of all equipment, distribution of supplies needed (this should always be checked with the instructor one day ahead), receiving callers, assigning pupil helpers if instructor is busy.
8. The duties of the office manager should not be merely an assignment of chores for the week, but should carry some authority with them. For example, if the instructor is helping a pupil with one job, the office manager should feel free to give permission to other pupils to act as supervisors when needed.
9. Planned supervised field trips, audio-visual aids, and lecturers or specialists in various business areas should augment the organized courses of study. When this is done, the pupil should be properly oriented for the event and at the same time be carefully super-

- vised during the event. A follow-up study should be made of each project by discussions and written reports.
10. It is recommended that teachers make use of the instructional materials (textbooks, workbooks, forms, etc.) available under each section of the course of study. These instructional materials usually give procedures and techniques of presentation, suggested standards and methods of evaluation.
 11. Instruction sheets on the use of the duplicating machines should be used, followed by the preparation of master copy or stencil which each pupil runs off on the machine.
 12. Materials can also be obtained from business concerns within the community. Old forms and stationery are often available just for the asking. Mimeographing the many forms used within the community not only gives the students practice in typing of stencils and duplicating, but acquaints them with the forms being used by the businesses in general.
 13. An individual folder should be kept for each student. Each job in office work should be done on a production schedule that requires definite accomplishment and also conforms to usable standards. These jobs should be scored and*tabulated on the folder and be used for reference or follow-up work on the student.
 14. Waste of supplies should be condemned, and care and responsibility of the use of equipment should be stressed.
 15. The organization of class routine should permit enough time to complete the office projects and at the same time allow time for make-up work and processing of outside projects for the school and the community.
 16. Where the subject matter is common to all and where the greatest benefit and time-saving can be utilized, daily home work should be assigned to the students.
 17. All students should be given the opportunity to use each piece of equipment over a given period of time. (It is suggested that teachers use the rotation plan as set up in most teacher's manuals for machine workbooks.) They should select the one for which the pupils are best fitted, in order that they may become more proficient before being placed in an office for a longer period of concentration.
 18. Where the opportunity exists for the students to receive outside experience in office work, full credit should be given for the class work missed.
 19. Teachers must be alert to the possibility of accepting outside projects that will be more practical than the material covered in textbooks or workbooks.
 20. The office practice room should not at any time be overburdened with work for the school. If the class is organized to the extent that outside work can be accepted, it should be done only to the extent that it develops a learning or a production process. *At no time should the office practice classroom become a workshop for the school or the community.*



21. Under the supervision of the office manager, students should be assigned to change bulletin board and the blackboard displays. These projects should be in relation to the work being done in the class at the time they appear. A competitive spirit often is the result. It is suggested that work assigned in the typing class be done in duplicate over a given period of time. The original copy is to be retained by the typing teacher and the carbon copy be given to the office practice teacher for use in filing, for writing answers to letters not dictated, or for the many other uses that such papers can be put to in this class.
22. Projects in the use of postal information and the wrapping of packages and mailing should be planned. A postal scale is desirable as it will furnish added stimulus and provide practical training.
23. Check books can be duplicated for use with the check protector. Statement forms and miscellaneous record forms can also be duplicated for use with the listing and nonlisting machines. At the same time the teacher will have projects for the use of the duplicators and drawing boards.
24. Dictation and transcription should be integrated with the use of the textbook and workbook. Transcription should be given at least twice each week.
25. The unit of job application should be stressed through the practical application of having the pupil mail the letter of application and having it followed by an interview with some faculty member or administrative person. Interviews for a position should be held in class and constructive criticism should follow each interview. Clothing, make-up, and entire personal appearance of each pupil should be checked prior to individual interview.
26. Where a coordinating program prevails, it should at all time be allied with the business department and the school.

Standards or Accomplishments:

1. It is suggested that subject matter that is common to the group as a whole can best be measured objectively by published tests or those constructed by the teacher or the coordinator.
2. Rating scales set up by the office managers and the coordinator can be used for the measuring of the pupil's achievement in the laboratory projects.
- *3. Certificates of achievement in each particular section of this course of study should be issued by each business department as a means of stimulus for better work. Certificates can also be earned by each pupil by passing standard tests set up by various publishing houses. These tests carry national standards rather than the local standards which the business department would set up.
4. The National Business Entrance Tests may be administered.
- *5. Production tests, such as letters, envelopes, index cards, and transcription, should be given.
6. A test in filing should measure the pupil's ability to file papers properly and to locate such papers quickly.

7. Objective tests may be used in filing for the purpose of determining the pupil's familiarity with filing terms, types of equipment, and filing systems.
8. After each job in machine study, a test should be given to determine accuracy and speed in the fundamental processes.

PRINCIPLES OF SELLING

This subject is also called "salesmanship," or "general salesmanship." "Principles of Selling" is preferred since it is more descriptive of the subject, which presents the general principles underlying all types of selling—retail, wholesale, and specialty.

Objectives:

Principles of selling should be taught with the following objectives in view:

1. To give the student who plans to become a *full-time salesperson*, a knowledge of the general principles of selling that he must use regardless of the type of selling he may do.
2. To give the student who plans to enter a vocation that requires *occasional selling*, a knowledge of the general principles of selling that he can use in his future occupation. Among those who sell occasionally are the farmer who must sell the products he raises, the electrician who must occasionally sell electrical appliances, the plumber who must occasionally sell plumbing fixtures, the baker who must sell the goods he bakes, the automobile mechanic who must occasionally sell automobile parts, the oculist and the optometrist who sell glasses as well as examine the eyes, and the beautician who occasionally sells toilet articles.
3. To give the student who plans to take other distributive subjects a knowledge of the principles of selling that he will need as a foundation for the study of advertising, retailing, and sales letter writing.
4. To give the student the general principles of selling that he must use in applying for a position.

Equipment and Supplies:

Probably more secondary school students will sell in retail stores than in any other environment. Since this is true, it is desirable to have the salesmanship classroom resemble, as closely as possible, a retail store. The rear of the classroom may have seats arranged in the usual manner. The front of the room, however, should be provided with a counter, rolls of wrapping paper of different sizes to be used in teaching students to wrap packages, and a variety of display racks—wooden, metal, or plastic, for use on the counter. Dummy merchandise, such as empty containers, may be used for practice work, or merchandise may be borrowed from merchants in the community.



SELLING WITHOUT EXPENSIVE EQUIPMENT

If finances permit, the foregoing equipment may be supplemented by shelving for the wall back of the counter, by one or more glass display cases, and by a small cash register for use in teaching students to make change.

Although the foregoing equipment is desirable, all of it is not absolutely essential. Many successful teachers of salesmanship have no equipment except a flat-top desk which they use as a counter. They occasionally borrow merchandise from merchants in the community, or require students to bring their own merchandise when they are to practice demonstrating merchandise.

General Content of Course:

The first lesson in the course in principles of selling should be devoted to motivating the subject. The student should be made to see that all business centers around and is dependent upon selling; he should be made to see the many possibilities for employment in selling; and he should be made to see the importance of a knowledge of salesmanship in his everyday activities in and out of school. Following the motivation,

attention should be devoted to the following general topics in approximately the order given:

1. *The Meaning of Salesmanship.* Stress the modern idea of selling as "service to the customer."
2. *The Consumer and Consumer Goods.* Teach the basic knowledge of the consumer and why he buys.
3. *The Salesperson.* Every effort should be made to develop the personality of the student.
4. *The Steps in the Sale.* The student should learn how to obtain and to meet customers, how to open a sale, how to conduct a sale, and how to close a sale.
5. *Special Mediums for Selling.* These include advertising, sales letters, merchandise displays, the telephone, and the radio.
6. *Selling Policies.* Attention should be given to a study of service policies, the ethical treatment of customers and competitors, and the consumer movement.
7. *How to Apply for a Job.* End the course with a special study of how to use the principles of selling when applying for a position.

Procedures and Techniques:

The following teaching procedures will be found helpful—

1. *The Consumer Viewpoint.* If we are to justify the teaching of salesmanship in the secondary school at public expense we must train salespeople who will assist rather than force customers to buy. In other words, the course in general salesmanship must be taught from the "consumer viewpoint." This means that students must be taught that high-pressure selling has no place in modern business. Instead of the student's being taught to "high-pressure" customers into buying, he should be taught to study the customer's needs and help him to fill those needs. Above all, students should be taught to treat customers courteously.

2. *Discussion Questions.* Students should be required to master the principles covered by the textbook; however, the teacher should do more than merely question students on these principles. He should be sure the students *understand* the principles, and an understanding comes largely through a use of discussion questions. Many selling situations may be handled successfully in more than one way, and students should be encouraged to present their views on how various situations may be handled.

3. *Problems and Projects.* Selling involves the use of many skills; consequently, the course in general salesmanship should develop the skills used by the salesman. To some extent, these skills can be developed through the use of projects, such as wrapping packages, making change, compiling lists of prospects, practice in greeting customers, and practice in demonstrating goods.

4. *The Practice Sales Talk.* Of all projects used in the course in general salesmanship the sales talk is the most popular. However, much of the time devoted to sales talks is wasted time, because of the incorrect

techniques used by the teacher in conducting this part of the work. It is a mistake, for example, to permit a student who has had no previous selling experience to practice selling a rather technical article, for few of those who have just graduated from the secondary school will have an opportunity to sell complex machinery or expensive appliances. The student should practice selling something simple, such as an article of clothing, a fountain pen, a food product, or a toilet article. Above all, the article that the student practices selling should be one that he knows thoroughly and perhaps has used; never should it be something that he has merely seen advertised.

Presenting an article to a customer is the heart of the sales talk and should be given special attention. Rarely can a student present an article without first seeing it done by someone else. Just as a typewriting teacher demonstrates to the class how to insert paper or strike the keys before the students try to do the same thing, so the salesmanship teacher should demonstrate to the class how to present an article to a customer before permitting the students to try it. After the teacher has demonstrated how to present a simple article, various members of the class may be asked to present the same article. Each presentation should be carefully and constructively criticized by the teacher. Later, students may present articles of their own choosing, but the articles should always be simple.

5. *Visual Aids.* Although visual aids for use in salesmanship classes are increasing, both in variety and in number, the two most important and most commonly used are the teacher demonstration, which has already been mentioned in connection with the practice sales talks, and textbook illustrations.

The teacher should call the students' attention to some illustrations at the time he makes lesson assignments. Occasionally he should require students to open their books during a class period and examine a particular illustration. Unfortunately, many salesmanship teachers neglect the valuable help that they may secure from a study of textbook illustrations.

Next to the teacher demonstration and the textbook illustration, probably the most helpful visual aid for the salesmanship teacher is the sound filmstrip which consists of a series of coordinated still pictures on a strip of 35-millimeter film. The sound is supplied by a phonograph record which is synchronized with the pictures. Sound filmstrips have been produced by a number of corporations for the training of their own salespeople, and many of them may be secured for school use. Motion picture films have splendid possibilities in teaching salesmanship, but the number of films available for school use is small compared with the number of filmstrips.

6. *Outside Speakers.* An occasional outside speaker will greatly increase the interest of the class in selling. Speakers may include managers of stores, managers of filling stations, traveling salesmen, and sales managers of manufacturing companies. A regular schedule of speakers—at least one a month—may be arranged. The speakers may speak on a great variety of topics from "Window Decorating" to "What I Look for When Hiring a Salesperson." As far as possible, the speaker should be informed

in advance concerning the exact points the school wishes him to cover in his talk.

Standards or Accomplishments:

Since general salesmanship is to a large extent a social study involving human relationships, it is difficult to set up the definite standards of achievement that might be adopted in a more objective subject, such as typewriting, shorthand, arithmetic, and bookkeeping. The course should result, however, in the following accomplishments:

1. The course should give the student a mastery of the seven points listed under "Content of the Course."
2. The course should give the student an appreciation of the importance of selling in the whole field of business, and a knowledge of the more common methods of distribution.
3. The course should develop in the student a spirit of service and an understanding of the "consumer viewpoint" in selling.
4. The course should develop the student's personality, and inspire him with a desire to develop his personality still further.
5. The course should result in the student's having acquired a number of skills needed in sales work, especially skill in meeting and greeting customers, skill in demonstrating goods, skill in meeting objections, skill in the use of arithmetical calculations needed in selling, skill in the use of English needed in selling, skill in wrapping packages, skill in making change, and skill in bidding customers farewell.
6. The course should give the student a knowledge of how to use the principles of selling in applying for a job.

RETAILING

RETAILING 1, 2, AND 3

The courses in Retailing 1, 2, and 3 are set up for the student who plans to pursue a career in retailing upon graduation. For this program, there are three course outlines suggested: Retail Selling, Merchandise Information, and Store Organization and Management. The material included in these three outlines constitutes the basic information considered essential in the retailing program. Rather than offer each course separately, it is suggested that the three courses be integrated during the three-semester period. The teacher may decide upon the proper sequence of the various units.

Throughout the twelfth year, a cooperative part-time program is recommended. Such a program cannot be successful unless the student who enrolls is vocationally adapted to store work. A superior I. Q. rating is not a primary requisite. Personal and physical qualities which are essential in retailing positions are more important. Before being accepted for the twelfth-year program, the student should be interviewed by several prospective employers. The final selection is then made by the store executive and the teacher who will supervise the student's work.

RETAILING 1—RETAIL SELLING

Since Retail Selling should be closely allied with the cooperative-training program, the units of instruction are closely coordinated with the store experience.

Objectives:

1. To provide basic information which will raise the educational level of the student and provide the basis for retail training
2. To enable the student to acquire specific training which will increase his sales efficiency and provide the foundation for advancement to managerial positions
3. To train the student to be a salesperson who will intelligently satisfy the needs and wants of his customers
4. To develop in the student personal traits which are indispensable in selling positions and are important in all life activities
5. To develop in the student high standards of business ethics

Special Equipment and Supplies:

In order to prepare the student for his store assignment, the classroom should be equipped as a laboratory. This equipment is necessary if the student is to acquire practice in those store operations to which he will be assigned on the job. Skill in the performance of these duties can be



more adequately developed if the classroom facilities approximate those of a store. Moreover, many of the units virtually require store fixtures if they are to be taught effectively. Therefore, in addition to the traditional classroom fixtures, the following equipment is suggested:

Cash register	Magazine rack
Counter display case	Storage cabinets
Counters	4-drawer steel filing cabinet
Shelves	Motion picture equipment
Display platform	Movie projector
Display stands, racks, and forms	Strip film projector with record
Bookcases	Roll-up screen
	Black blinds

Equipment should be selected for its educational value to the student. It should be serviceable and easily maintained. Tables and chairs are better adapted to this type of laboratory classroom than the usual type of desks. It is essential to have table space on which to spread merchandise and display materials.

To carry out the program on a laboratory basis, the usual school supplies should be supplemented by:

Business forms	Actual merchandise
Salesbooks and fillers	Workbooks
Art supplies	Reference materials
Measuring tools	Sales manuals
Crepe paper	Manufacturers' manuals
Wrapping supplies	Trade magazines
Manufacturers' samples	Fashion magazines
Manufacturers' display materials	Mail order catalogs
Dummy merchandise	

Content of Course:

1. Employment Orientation
 - a. Selling as a vocation
 - b. Opportunities for positions in local stores
 - c. The interview and how to prepare for it
 - d. Initial training for the job
 - e. Laws which workers should know
2. Personality Development in Retailing
 - a. Physical traits
 - b. Personal appearance
 - c. Personality traits
 - d. Rating sheets for personality
3. The Retail Selling Process
 - a. Selling fundamentals
 - (1) Attract attention
 - (2) Secure interest
 - (3) Create desire
 - (4) Obtain action
 - (5) Build satisfaction and goodwill
 - b. The sales transaction
 - (1) Pre-approach
 - (2) Opening the sale
 - (3) Determining the customer's wants
 - (4) Presenting the merchandise effectively
 - (5) Meeting the customer's objections
 - (6) Closing the sale
 - (7) Suggestive selling
 - c. Salesperson's duties other than selling
 - d. Telephone salesmanship

SHOWCASE DISPLAY IN THE CLASSROOM

4. Customer Service
 - a. Importance of efficient customer service
 - b. Kinds of services performed by retailers
 - c. Ethical treatment of customers
5. Merchandising
 - a. Channels of distribution
 - b. The buying process—the merchandising plan
 - c. Pricing goods—stock turnover
 - d. Merchandise control
6. Credits and Collections
 - a. Basis for granting and controlling credit
 - b. Major credit plans
 - (1) Open account
 - (2) Installment plan
 - (3) Junior account
 - c. Function and purpose of Retail Credit Bureau
7. Advertising
 - a. Purpose and importance of advertising
 - b. Advertising research
 - c. Advertising media
 - d. Types of retail advertising
 - e. The advertising plan
 - f. Ethics in advertising
8. Display
 - a. Importance of display
 - b. Display in a retail store
 - (1) Interior
 - (2) Window
 - c. Factors which determine effective display
9. Current Trends in Retailing
 - a. Trends in consumer buying habits
 - b. Consumer cooperative movement
 - c. New trends in store equipment
 - d. Unionization of retail employees
 - e. Government influences
 - f. Changing markets
 - g. Concentrated training of salespeople

Procedures and Techniques of Teaching:

It is possible to receive from many national manufacturers, sample merchandise, dummy merchandise, and advertising materials without charge. In some cases, the cooperating stores provide the necessary merchandise, display fixtures, and incidental display materials. These are used for teaching the unit on display and for demonstration sales. The preparation of displays and the demonstration sales are important pupil activities in the retail selling class.

There are a number of excellent training films available in the retail selling field. Many of these can be obtained, without charge, from large stores or corporations which have outstanding training programs. Every retail class, therefore, should have the equipment to show those films.

The classroom should have its own library of books related to the retail field. A magazine rack of trade newspapers, pamphlets, and magazines, published by the various retail organizations, should be provided for student use.

Reports given by students concerning their store experiences provide the basis for some excellent teaching material. Students should be required to make reports of shopping experiences. Through these reports, they learn to evaluate the service received.

Businessmen of the community may be invited to speak to the class. Students will better understand the requirements for success in retailing when the information is provided by respected leaders in the retail field. These speakers will also furnish authoritative material to enrich many of the units.

The importance of the field trip should not be overlooked. In addition to motivating student interest, the field trip provides an application of the instructional material to the local situation.

The fashion show is another teaching device. The show may be staged in a local store or in the school. Besides creating good public relations, it coordinates the teaching of many of the units.

As the program develops, the cooperating merchants will generously provide store facilities for student projects. For example, store windows, spot displays, and advertising can be utilized by the retail selling classes. Since such activities are directly supervised by the retailers, the students receive training from men who are experts in the field.

The teacher will have at his disposal a wealth of material which can be used for bulletin board displays. These should be changed frequently and should always apply to the unit being taught.

In many schools, the retail students are asked to conduct all of the various sales campaigns within the school. While there may be educational benefits derived from such an assignment, the teacher must see that time is not lost in the performance of routine tasks which cannot qualify as a part of class instruction.

Through the foregoing paragraphs, it might be assumed that no textbook is used in the course; on the contrary, however, the textbook is the basis for all classwork. A teacher may require a well-planned workbook, based on the text, since it tends to unify the class instruction.

Accomplishments or Standards:

Throughout the entire course, the teacher must remember that this is a vocational course in which the students are preparing for careers in retailing. The standards set up in the classroom should be such as to require the student to do a superior type of work on the job. In most cases, each cooperating store submits a monthly appraisal of the student's performance on the job. This appraisal clearly indicates wherein the student is deficient. Through these appraisals, the work experience, and the class instruction, the student receives the basic foundation which will later enable him to advance in his profession. This is one test of a successful program; the other is endorsement of the merchant who cooperates himself and urges other retailers to do likewise. (*See page 146 for Sample Form.*)

Work Appraisal Form

COOPERATIVE BUSINESS EDUCATION

Retail Selling

Trainee.....Name of Store.....

Work Period—Month Ending.....

Description of Job.....

RATING:

5—Outstanding 4—Above average 3—Satisfactory

2—Below average 1—Unsatisfactory

(Check each quality using above scale)

	5	4	3	2	1		5	4	3	2	1
Reliability						Manners					
Initiative						Courtesy					
Cooperation						Neatness, Personal Appearance					
Punctuality						Work Attitude					
Emotional Stability						Speed in Learning Work					
Adaptability						Ability to Sell					
Judgment						General Estimate of Worker					

(Use reverse side for remarks)

.....Employer's Name

.....Company

RETAILING 2—MERCHANDISE INFORMATION

- Objectives:
1. To equip students of retailing subjects with important merchandise information concerning commodities in everyday use

2. To equip students of retailing subjects with important merchandise information which the customers need concerning commodities in everyday demand

3. To present to students of retailing subjects in an organized form the merchandise information formerly unorganized and distributed throughout books, pamphlets, and merchandise labels.

Special Equipment and Supplies:

The study of merchandise entails the use of more varied equipment and supplies than perhaps any other subjects in the curriculum. Such equipment and supplies are not expensive. Much of it can be obtained free from manufacturers and distributors. The following is a partial list of necessary materials for effective teaching of merchandise information:

- | | |
|----------------------------------|------------------------------------|
| 1. Textbooks and reference books | 4. Tags and labels |
| 2. Magazines | 5. Motion pictures and film strips |
| a. Trade journals | 6. Visual aids |
| b. Popular monthly magazines | a. Wall charts |
| 3. Research pamphlets | b. Models |
| a. Pamphlets of U. S. Government | c. Fabric swatches |
| b. Commercial pamphlets | d. Wood samples |
| | e. Labels |

General Outline of Course:

It is suggested that two basic outlines serve as study guides for practically every kind of merchandise:

Basic Outline A may be used for the study of the following major groups of merchandise

- | | |
|---|------------------------------------|
| a. Apparel: boys', girls', infants', men's, women's | h. Luggage |
| b. Accessories to apparel | i. Jewelry |
| c. Homefurnishings | j. Automobile supplies |
| d. Small housewares | k. Musical instruments |
| e. Piece goods | l. Toys |
| f. Cosmetics | m. Building materials and supplies |
| g. Sport goods | n. Home appliances |

BASIC OUTLINE A

- | | |
|---|--|
| 1. Uses | Qualities of color |
| How to wear it | The color wheel |
| How to apply it | Color harmonies |
| How to assemble it | Psychological importance of color |
| How to operate it | Relation of fabrics to color |
| How to prepare it | b. Dominant lines |
| How to arrange it | c. Fundamental principles of design |
| How to display it | d. Fashion |
| 2. Performance | Importance of fashion in retailing |
| Durability | Fashion versus fad |
| Cost of upkeep | Fashion centers |
| | How to use fashion information |
| 3. Material | 7. Background of the merchandise |
| Identity | a. History |
| Quality | b. Competing goods |
| Source | c. History of the manufacturer |
| 4. Construction and manufacturing process | d. Prestige of merchandise |
| 5. Care | 8. Services |
| How to clean it | a. Credit terms |
| How to repair it | b. Delivery |
| How to preserve it | c. Guarantee |
| 6. Appearance | 9. Channels of distribution |
| a. Color | 10. Agencies controlling the merchandise |
| Classification | Government regulations |
| | Better Business Bureau regulations |

Basic Outline B may be used for the study of the following groups of merchandise:

- | | |
|--------------------|-----------------------|
| a. Foods | (5) Candy |
| (1) Groceries | (6) Meats |
| (2) Vegetables | (7) Fruits |
| (3) Baked goods | b. Beverages |
| (4) Dairy products | c. Flowers and plants |

BASIC OUTLINE B

- | | |
|---------------------------------------|----------------------------|
| 1. Source | 6. Taste and flavor |
| a. Geographic | 7. Food values |
| b. Manufacturer or processor | a. Vitamins |
| 2. Uses | b. Calories |
| a. Preparation for sale | 8. Distribution |
| b. Consumer preparation | a. Seasonableness |
| 3. Care and preservation by the store | b. Availability |
| 4. Freshness | c. Grading |
| 5. Appearance | 9. Identification |
| a. Judging quality by appearance | a. Name of article or cut |
| b. Eye-appeal in selling | b. Ingredients |
| c. Packaging | 10. Government regulations |

Procedures and Techniques:

Learning activities for the student should include:

1. Notebook and scrapbook of class activities
2. Study of manufacturers' literature
3. Preparation of swatch cards
4. Preparation of fiber charts
5. Study of current advertising
6. Preparation of merchandise manual

A suggested outline to develop a merchandise manual follows:

1. *Cover*—Should be original. Title should be indicative of merchandise.
2. *Title Page*—Include title of project, your name, course name, instructor's name, and year.
3. *Introduction*—Give the purpose of the manual. Tell of importance of merchandise knowledge from viewpoint of: customer, salesperson, and store.
4. *Table of Contents*—Include page numbers of main headings.
5. *Romance of Merchandise*—History and interesting facts about the merchandise.
6. *Manufacturing Process*—Raw materials used and sources. Tell how the product is made, giving points of interest and important facts in construction, such as leather, textiles, seams, finishes.
7. *Types of Merchandise*—Include styles carried and basic fashion points of merchandise.
8. *Sizes of Merchandise*—Size charts. Points of correct fitting. Portions or applications to each size.
9. *Importance of Color in the Merchandise*—Harmony, contrasts, etc.
10. *Qualities For Which the Customer Is Looking In the Merchandise*—(Selling Points) What makes a good shirt? What are the details of fine silverware? May include: beauty, design, various uses, strength, reputation of merchandise and manufacturer, fastness of color, workmanship, etc. These are the facts that make valuable selling conversation.
11. *Special Selling Psychology*—Any special selling psychology important in the department; ensemble selling in accessories, gift item selling, selling of color in women's ready to wear, etc.
12. *Care of Merchandise*—Advice on taking care of the merchandise; servicing hints, washing instructions, dry cleaning, polishes, etc.
13. *Department Hints*—The importance of the manicure in selling hosiery, etc. Suggestions of trade magazines and fashion publications that will help in selling.

14. *Display and Advertising*—Suggestions received from managers, display men, buyers, and salespeople who have perfected their individual methods of display and advertising.
15. *Stock Arrangement*—Include a list of other items sold in the store.
16. *Government Regulations*
17. *Bibliography*—Write the name of the author and the title of his literature.

Standards and Accomplishments:

The work of each student must be evaluated to learn his achievement by means of:

1. Evaluation of each notebook and scrapbook
2. Evaluation of each merchandise manual
3. Tests—essay and objective
4. Evaluation of all swatch cards
5. Evaluation of all fiber charts
6. Evaluation of each student's collection of manufacturers' educational pamphlets

RETAILING 3—STORE ORGANIZATION AND MANAGEMENT

Objectives:

1. To develop a knowledge and understanding of the basic principles of store policies, organization, equipment, and location
2. To prepare the student for socio-economic adjustments, such as employer and employee relationships
3. To encourage the pupils as to the need of continued training after graduation from high school

Equipment and Supplies:

1. Cash register
2. Show cases and display counters
3. Bulletin boards
4. Reference shelf
5. Wall map of city
6. Textbooks and other materials listed in Retail Selling

- (3) Buyer
- (4) Assistant buyer
- (5) Head of stock
- (6) Salesperson

4. Finance Division
 - a. Accounting
 - b. Credit department
 - c. Supply department
 - d. Order checking
 - e. Statistics and research
 - f. Positions open to secondary school graduates in this division
5. Store Service Division
 - a. Personnel
 - (1) Employment
 - (2) Welfare
 - (3) Training
 - b. Traffic (receiving, marking, wrapping and packing, delivery, warehouse)
 - c. Protection (watchmen and detectives)
 - d. Maintenance (cleaning and repairs)
 - e. Service to customers (adjustments and conveniences)
 - f. Positions open to secondary school graduates in this division

General Outline of Course:

1. Introduction to Retail Stores
 - a. History of local stores in the community
 - b. Types of stores
 - c. Organization of department stores
2. Problems in establishing a store
 - a. Ownership
 - b. Location
 - c. Equipment
 - d. Arrangement
3. Merchandise Division
 - a. Records used as a foundation for buying
 - (1) Records of sales, stock, mark-downs, turnover
 - (2) Model stock plan
 - (3) Merchandise purchase plan
 - b. Duties of personnel of merchandise division
 - (1) Merchandise manager
 - (2) Stylist
6. Sales Check System
 - a. Usual type of sales checks
 - (1) Cash take

- (2) Cash send
- (3) Charge take
- (4) Charge send
- (5) C.O.D.

- b. Methods of dealing with cash sales
 - (1) Cash register
 - (2) Central cashier
- c. Methods of authorizing charge sales and identifying customers

Procedures and Techniques of Teaching:

Brief discussions concerning procedures to follow in specific situations help the pupil to set up definite standards of business behavior. Extra-credit work tends to develop initiative. Correct posture, promptness, tasteful dress, tolerance, and ability to work with others are teacher characteristics which are examples of desirable qualities. Maintain in the classroom at all times high standards of behavior and frequently call attention to factors in pleasing appearance.

Emphasize the need for legible handwriting in all class work and note-taking. When conducting drills in writing saleschecks and tallies, emphasize the importance of accuracy in names, in arithmetic, and legibility in handwriting. Provide occasional drill in simple arithmetical operations.

Standards or Accomplishments:

Tests on the content of subject matter, written and oral sales talks, work-experience rating, attitudes, understandings, and knowledges of retailing are all factors which should be considered in rating the retailing students.

SHORTHAND

These outlines in Shorthand 1, 2, and 3, can be used for any system of shorthand or any method of introducing shorthand. Most leading textbooks have a Teacher's Handbook and Key in which suggestions and course syllabi are given in detail.

SHORTHAND 1

Objectives:

- 1. To develop the ability to read shorthand rapidly and intelligently
- 2. To develop the ability to write rapidly
- 3. To develop the ability to write with precise control

Equipment and Supplies:

- 1. A room equipped with desks or tables at which shorthand can be written easily
- 2. Pencils, but preferably pens
- 3. Shorthand notebooks
- 4. Blackboard

General Content of Course:

(The content for shorthand must follow the logical procedure presented in the textbook for the system used.)

1. Presentation of basic theory through reading and writing copy from well-written shorthand
2. Dictation of letters and articles to build sustained dictation power
3. Pretranscription training to increase the student's awareness and knowledge of English essentials

Procedures or Techniques:

1. Emphasize rapid and frequent coverage of the materials of learning rather than slow and thorough writing for immediate mastery
2. Teach to improve student's ability to read and write shorthand
3. Defer giving new-material dictation until near the end of the semester
4. Use much unison reading the first six to eight weeks
5. Use the blackboard in presenting basic theory
6. Check students at work rather than students' work. Move about the room and see just what students are learning and doing
7. Time the reading of shorthand plates to emphasize ability to read rapidly. The suggested reading rate is about 125 words per minute
8. Write much shorthand on the board while the students are in the room
9. Dictate practiced material at a reasonable rate—fast enough so that students cannot *draw* outlines
10. Drill on shorthand forms until they can be recalled quickly
11. Emphasize correct proportions of outlines

Standards or Accomplishments:

1. Fluent reading of plate material
2. The ability to take and read back practiced material dictated at 80 words per minute; new material, 60 words per minute. Dictation time about 3 minutes

SHORTHAND 2*Objectives:*

1. To review and strengthen the student's knowledge of the shorthand system
2. To build shorthand writing speed
3. To prepare a foundation on which to build transcription skill

General Content of Course:

1. A complete review of the basic theory of the shorthand system
2. The dictation of practiced material at increasing rates. Some of this material should emphasize basic English essentials
3. The dictation of new material at increasing rates. Increase the length of the dictation to 5 minutes

Procedures and Techniques of Teaching:

1. Techniques for checking homework assignment
Spot reading—have only difficult places in assignment read back
Have student read from shorthand written as homework
Have the student tell in one sentence the trend of thought of the letter or article
Have each student read back only one sentence—skip about the class
Quick pick-up in the middle of the sentence
2. Technique for making assignments
Material should be assigned to be written at a stated number of words per minute, rather than being written a specific number of times
3. Techniques for building speed
Preview of difficult words and phrases in new material dictation
Dictation of same material at progressively higher speeds
Dictation at same speed but progressively longer “takes”
Tracing outlines while reading back—gets the hand to moving rapidly
4. Techniques for increasing legibility of outlines
Correct student’s notes as he reads the shorthand back
Illustrate proper outlines individually or at blackboard
Help student with outlines that he cannot read—point out the cues to transcribing difficulties, such as size of circle, length of stroke, etc.

Standards or Accomplishments:

1. The ability to take and read back new material dictated at 80 words per minute; recommended dictation time is 3 to 5 minutes
2. The ability to recognize transcription problems contained in the dictated material

SHORTHAND 3*Objectives:*

1. To provide a constant review of the theory of shorthand
2. To develop further the student’s vocabulary to include common business terms
3. To increase shorthand writing speed
4. To develop the ability to take dictation likely to be encountered in a business situation with sufficient speed to insure getting it down

General Content of Course:

1. The writing of a great deal of shorthand—dictation and more dictation—both practiced and new material
2. Continue dictation of material emphasizing transcription problems
3. Dictation under conditions of office style



SHORTHAND NOTES TAKEN WITH FOUNTAIN PENS

Procedures and Techniques:

1. Steadily increase rate of dictation of new material
2. Increase the length of the dictation period
3. Increase the difficulty of the material dictated
4. Office-style dictation (last half of semester)
 - Dictate letters making changes while dictating and after the dictation has been completed
 - Taking dictation with notebook on knee, while standing, etc.
 - Taking dictation while dictator has back to class, is opening or closing windows or doors, working at desk, being interrupted, etc.
 - Giving dictation the minute the bell rings
 - Dictating personal correspondence that the pupil has to compose
 - Dictation from both men and women
 - Change the pace of the dictation—low, top speed, hesitating, even, uneven, etc.
 - Individual dictation—dictate to a stenographer at a desk in the front of the classroom while the remainder of the class takes the same dictation
 - Echo dictation—repeat each dictated phrase (echo fashion). Good students will get it down twice and the poorer ones will get it at least once. This technique is for drill only.

Scribble dictation—dictate to yourself with your eyes on the printed copy and scribble the outlines as you dictate

Standards or Accomplishments:

1. The ability to take and read back easily the new material dictated at the rate of 120 words a minute for 1 minute, 100 words for 3 minutes, and 80 words for 5 minutes or longer periods. These should be recognized as minimum standards.
2. The readiness to solve transcription problems involving the use of basic English essentials.

TRANSCRIPTION

Objective:

Production of usable copy at acceptable speed for vocational use

Equipment and Supplies:

A well-lighted room where there are desks at which shorthand can be written and where there are typewriters in good condition

A demonstration stand and a stenographer's desk showing proper arrangement of supplies

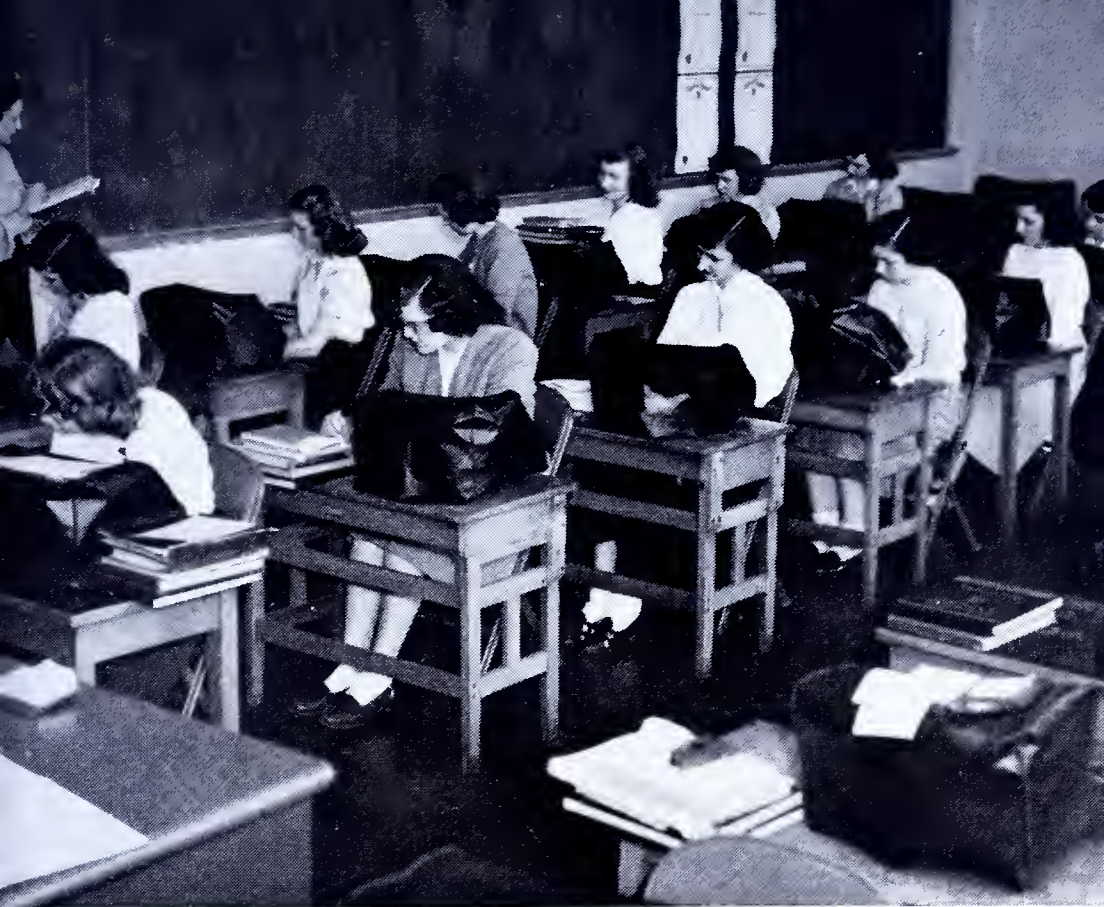
Letterheads of sufficiently good quality to permit neat erasing; carbon; second sheets; envelopes—large, small, window; postal cards; erasing supplies

An unabridged dictionary; standard reference books; one or two handbooks for secretaries; directories of various types

General Content of Course:

Transcription is not an entirely new course. It is built on those abilities which the students already possess: typewriting skill, shorthand skill, knowledge of basic English.

1. Improvement of various typewriting techniques
 - Erasing
 - Crowding and spreading, reinsertion of paper
 - Operating machine parts by touch
 - Keeping eyes on copy
 - Reviewing of letter styles and of manuscript form
 - Addressing envelopes
 - Proofreading
2. Improvement of various shorthand techniques
 - Ability to write legible outlines with proportions clearly defined
 - Ability to take dictation which includes figures and business terms
 - Ability to take shorthand under office rather than classroom conditions



DICTATION AND TRANSCRIPTION

3. Improvement of basic English

Spelling, punctuation, possessives and contractions, syllabification
Ability to use correctly such words as *principal*, *principle*; *lose*, *loose*; *affect*, *effect*; *capital*, *capitol*.

Ability to *hear* and correct grammatical errors which occur in dictation

Ability to do without the dictionary

4. New abilities the students must acquire

To type from shorthand notes instead of printed material

To judge length of letters from shorthand notes

To think in phrase groups

To keep eyes on shorthand notebook and handle typewriter without conscious attention

To insert correct punctuation and paragraphing even though it is not dictated

To substitute appropriate word for shorthand outline which cannot be read

To find any indicated place in shorthand notes quickly

To transcribe cold notes

To transcribe at an increasing rate

To transcribe accurately

5. New knowledges the students must learn
 - Where to date each day's work; the dating and filing of completed notebooks
 - Indicating material which has been transcribed
 - Indicating material to be transcribed first—telegrams, air mail letters
 - Inserting corrections
 - Use of dictionary
6. Character traits the students should acquire
 - Ability to wait patiently while dictator thinks or is interrupted
 - Ability to conceal nervousness
 - Ability to keep cool under pressure
 - Ability to remain pleasant always
 - Pride in work

Procedures and Techniques:

1. Improvement of typewriting
 - a. Erasing, crowding, and spreading; reinsertion of paper
 - Teach correct erasing procedure, including correct erasing of multiple carbons.
 - Difference between carbon copies of interoffice memos and carbons of letters—Carbons in the student's file tell anyone looking through the file what kind of stenographer the student is.
 - Require erasing on all work other than drill work in this transcription course.
 - Be sure students have paper on which a good erasure can be made.
 - Be sure students have plenty of practice in the preparation of multiple carbons.
 - Definitely teach crowding and spreading; interrupt transcription by something else to be typed so that students will have to insert copy in the machine again.
 - b. Operate machine parts by touch, eyes on the copy
 - Check use of shift, backspacer, and margin release with eyes on copy.
 - Tabulator—comparison of number of brief forms that can be transcribed in paragraph form with number of brief forms that can be transcribed in tabulated form.
 - c. Knowledge of letter styles
 - Test placement of inside address and closing lines of different letter styles, having students type only these parts of the letter.
 - Be sure to include some problems with *attention* and *subject* lines, and some requiring the proper heading for a second sheet.
 - Draw letter skeletons of different styles on board.
 - Display different letter styles on bulletin board.
 - d. Envelope addresses
 - Time envelope addressing—front and back feeding.
 - Give practice in large, small, and window envelopes.
 - Give practice in use of attention line, Air Mail, Personal, Confidential.

e. Procedures for teaching proofreading

Kinds of errors to look for

Errors in typing: omissions, repetitions, spacing, and arrangement

Errors in grammar; spelling, spelling of proper names; punctuation; word choice

Errors in reproducing the thought of the dictator: checking of amounts, dates, appointment times, etc.

Emphasis

100 per cent accuracy after proofreading and correcting errors (grade either A or F)

Correct procedures:

In a series of numbers—read each figure separately, read for meaning

Proofread before taking copy from machine

2. Improvement of various shorthand techniques

a. Ability to write legible outlines with correct proportions

Help student by supplying correct word or outline that he cannot read; point out the difficulty—confusion of *also* with *was*, *he is* and *has*, etc.

Remember you are teaching not testing.

b. Ability to take dictation which includes figures and business terms

Emphasis on importance of getting figures correct

Explanation of business terms that are unfamiliar to students

c. Ability to take and transcribe shorthand under office rather than classroom conditions

Office situation dictation should be introduced when the student has mastered shorthand principles and is able to take dictation at least at 80 words a minute and produce a mailable transcript of this dictation. Office situation dictation should be given near the completion of the course.

Dictating letters, making changes while dictating and after dictation is completed

Taking dictation while dictator has back to class, is opening or closing windows or doors, working at desk, being interrupted

Dictating personal correspondence that the student has to compose

Taking dictation from both men and women

Change of pace of dictation: low, loud, top speed, hesitating, even, uneven

Individual dictation—dictate to a stenographer at a desk in the front of the classroom (rest of class takes dictation also).

Give some dictation in which you omit title, salutation, enclosures, complimentary close. These are to be supplied by student without being told to do so.

Be sure the students know how to set up a NOMA Simplified form letter.

See that students have opportunity to use different sizes of stationery.

Help student to understand when it is all right to interrupt the dictator.

3. Improvement of basic English—

- a. Dictation of “loaded” letters emphasizing possessives, contractions, punctuation
- b. Dictate letters involving use of such words as *principal*, *principle*, *all right*, *one-half mile*, *3" x 5" card*
- c. Dictate some letters containing grammatical errors. Dictate letters with times of day, dates and sums of money repeated which do not correspond. This will develop the ability of student to spot errors and correct them.
- d. Have students keep a black list in spelling and word division—the listing and learning of words containing errors in spelling and syllabification will eliminate repeated use of dictionary for some difficulties.

4. New abilities your students must acquire:

- a. Ability to type from shorthand notes rather than printed material
 - Steps in transcription training
 - Paragraphs from shorthand plates
 - Short simple letters from shorthand plates
 - Student's notes from dictation of familiar material
 - Student's notes from dictation of unfamiliar material
 - Unfamiliar material in an office situation

At the very beginning of the transcription course some unison reading of shorthand plates followed by individual reading will help students gain self-confidence.

Type from printed material for five minutes, determine speed of typing; take the same material in shorthand and transcribe; determine speed of transcription. Compare result. Transcription rate shall be about three-fourths of typewriting rate.

Use one-minute transcription tests, guided writings, progression writings, carriage-throw drills.

- b. Ability to transcribe in phrase groups
 - Indicate with a vertical line the end of a phrase which should be read as one unit; read the phrase, then type it—parallel drill to that given in machine transcription: *Ex.* I hope/you will be able/to join us/in the near future.
- c. Ability to keep eyes on shorthand notebook
 - Much time is wasted in looking back and forth. Give beginners a one-minute transcription test. At the end of the minute put on the board the highest number of times any student took his eyes from his notebook. Usually students don't realize how much time they waste by taking their eyes from the notebook.
- d. Ability to judge length of letters from shorthand notes
 - Teach ability to estimate number of words in a single column of shorthand notes, and to know how much space is required for its transcription.

Dictate a number of letters of various lengths at different rates rather than a few long letters at one rate.

- e. Ability to insert correct punctuation and paragraphing even if it is not dictated

Dictate some material in which you do not indicate either punctuation or paragraphing.

Discuss the transcription of this work, insisting on correct punctuation, and pointing out the principles governing its paragraphing.

- f. Ability to substitute appropriate word for shorthand outline which cannot be read

Dictate an occasional letter with a word or two mumbled; have the students supply the missing outlines.

- g. Ability to find any indicated place in shorthand notes quickly

Ask unexpectedly for some part of a letter to be read back.

Give punctuation for a letter quickly and let the students fill it in if they can find correct place in their notes fast enough.

Give dictation when insertions are needed and when you delete part of material which has been dictated.

- h. Ability to transcribe cold notes

Have students transcribe from notebook work taken a week before. This will not only test ability to transcribe cold notes but check on whether or not the student has been dating his notebook.

- i. Ability to transcribe at an increasing rate

Rate of dictation, difficulty of dictation, length of dictation period, skill of student in handling preceding points will affect the rate of transcription.

Teacher demonstration is one of the most effective ways to show the students good transcription technique.

Dictate material for transcription more slowly than material for building shorthand speed.

When trying to build transcription speed, dictate smoothly and in a calm voice.

Arrangement of desk and supplies

Teach (1) the importance of organizing working materials

(2) how these materials should be organized for quick use.

Demonstrate—then time students.

- j. Ability to transcribe accurately

Analyze the kinds of transcription errors the students are making. There is no point in recording the number of spelling and English errors unless remedial teaching follows.

Impress students with fact that each transcript must "make sense."

If students are to grow in transcription speed and accuracy, the teacher must learn *when not to test!* Do not record grades when introducing or drilling on some particular technique. Test only to see if students are ready to move on to some other phase of the work. Do not grade on accuracy when drilling on

speed—do not grade on speed when drilling on accuracy. Grade on speed and accuracy when instructing students to write at best rate with control.

5. New knowledges the students must learn
 - a. Dating of every day's work and of notebooks; indicating order in which material should be transcribed and corrections to be made—all require drill as well as explanation.
 - b. Available films which emphasize these points.
6. Character traits the students should acquire
 - a. Ability to wait patiently while dictator thinks or is interrupted
Have student come to desk and take some dictation in a personal secretary situation.
Dictate some of your personal letters.
 - b. Ability to conceal nervousness
If possible have each student take dictation from someone other than yourself; the more he uses his transcription ability the less nervous he will be and the more he will be able to conceal this nervousness. Stress the fact that the dictator is the important person in the office and that his mind must be free to concentrate on his work. He must not be annoyed by the nervousness of his stenographer.
 - c. Ability to keep cool under pressure and to remain pleasant always:
Create office situation by having students do letters that will be mailed.
Do not let them have an unlimited amount of time to do class work.
Insist that your students do not rip paper from the machine or do anything that would not be acceptable in an office.
 - d. Pride in work:
Bulletin board displays of good work
Care of machine

Standards or Accomplishments:

It is probably safe to say that a transcription rate lower than 20 words a minute is inadequate. For satisfactory work in an office, a transcription rate of 35 words a minute is desirable. Perhaps a better way to establish transcription standards for classroom use is to say that beginning stenographers are expected to produce a minimum of six average-length letters an hour. (An average-length letter is estimated to be 150 to 175 words.) A worker may be employable without meeting even the minimum transcription rate stated, provided she is able to produce transcripts that "make sense" and are free from uncorrectable omissions and typographical errors. Employers are concerned about the quality of the transcript, and each letter should be usable when presented to the dictator for his signature.

It is recommended that goals for each report period should be set both in dictation rate and in transcription rate. It is recommended that the letters transcribed under test conditions be typed with a carbon and with an envelope addressed.

TYPEWRITING

Objectives:

The primary objective of a course in typewriting is the development of the ability to do typewriting for personal and vocational use. Each semester's work—each unit of work, in fact—should be of immediate use to the student and should become the foundation for higher levels of typing performance.

Along with the development of typewriting performance appropriate for the time spent in classroom learning, must go the development of the work habits and right attitudes that will make for success on the job. Objectives coequal in value with that of typing skill are, therefore, those having to do with desirable work habits and positive attitudes of responsibility, dependability, promptness, and accuracy. How a student works may be quite as important as what work he does.

Equipment and Supplies:

In schools that can provide two typewriting rooms, it is recommended that one room be equipped with one make of typewriter and that all beginning students be taught in this room. In schools that must limit the equipment to one room for typewriting instruction, it is recommended that two or three makes of typewriters be used.

Individual desks are recommended. These desks should have some means for easily and quickly modifying the height so as to adjust the equipment to the students instead of forcing students to adjust to the equipment. If tables are used, they should be of different heights. When the student is seated, there should be approximately 6 to 8 inches of space between the top of the knee and the frame of the typewriter. If a chair of ordinary size is to be used, some desks for the accommodation of the small students should be 26 inches in height; other desks should be 27 inches, 28 inches, and 29 inches in height; three or four desks should be 30 inches to accommodate the larger boys. Most desks and tables now in use in typewriting rooms are far too low.

The typewriting room should be furnished with other equipment, such as:

1. Demonstration stand adjustable for height and for side view
2. Dictionary
3. Stapling machine
4. Paper cutter
5. Letter trays for incoming and outgoing papers
6. An interval timer
7. One 4-drawer metal file case equipped with alphabetic guides and folders
8. Sufficient electric wall and floor outlets to make possible the use of electrically operated office equipment and appliances such as projection machines
9. Individual copyholders for each typewriting table

Procedures and Techniques:

Irrespective of the specialized use to which typing skill may be put, the foundation techniques are much the same. Opinions differ as to the necessity or even the desirability of having separate classes for those students who are taking typing for personal use. Until there is adequate research proof of the positive advantages of setting up special classes in personal typewriting, there seems to be no necessity for adding to the



scheduling difficulties by separating the vocational from the personal-use typing students.

The real justification for the development of personal skill in typewriting is to be found in composition at the typewriter. Students should be taught to compose at the typewriters; they should be taught the technique early and should be given repeated practice on it throughout the course. This practice will encourage facility of expression and will add to typewriting skill. Composition at the typewriter, however, must be taught and not left to the urge of the student.

Teaching Required

Typewriting must be taught. Telling is not teaching, and assigning textbook pages to be practiced is no guarantee that learning will take place. The teacher can handle just one class at a time.

It is imperative that beginning students be taught as a group and without the confusion (and often the handicap) of having advanced students in the same class or in the same room.

Most modern textbooks in typewriting are lesson-planned. It is sometimes desirable, though, for the teacher to modify the sequence of lessons or to give more or less emphasis to a particular type of drill or problem. In general, the rate of progress suggested in the textbook should be used as a guide for the amount of work to be completed in a period. A definite time schedule for each major activity of the class period will impress upon all students the importance of starting each lesson promptly at the beginning of the period and of progressing from one task to another without loss of time.

Wherever possible, it is recommended that each lesson be worked through by the teacher in order to identify points for emphasis, probable learning difficulties, and the related learnings that are to be taught. This is an effective way to improve explanations, reduce student confusion, and add to the insight the teacher has of how learning to type takes place.

Drills and problems to be typed offer an excellent means for teaching many related learnings. Word division can be taught at the typewriter much better than in a class in English. Spelling, punctuation, how to express numbers, capitalization, and other phases of technical English can be given more than a mere emphasis in the daily work in typewriting. Where the textbook fails to provide explanations of the related learnings, the teacher should provide these explanations when presenting the lesson and help the students to see all possible learnings in the material they type. An excellent way to test this learning is to dictate short sentences that are similar to those given in the textbook.

Demonstrations

Teaching is more than telling; it is demonstration. In every typewriting room there should be a demonstration stand and a demonstration typewriter. Teacher demonstrations need not—in fact, should not—be at the expert level of speed. Rather, the teacher should demonstrate patterns of stroking that are appropriate for a 40-word rate, for example, when the students are typing at 30 to 35 words a minute. Let the demonstration show how to gain greater skill through doing each of the operations just a little more skillfully than formerly—throwing the

carriage a little faster and getting started to type a little more quickly, typing capitals a little more skillfully, hitting the keys with just a little more continuity.

Typing errors should be ignored when the purpose of the practice is to push into new speed areas. To "feel out" a new speed before stroking patterns have been worked out is important in spite of errors. Since the purpose of drill is to modify typewriting behavior, errors made in such drill typing should be ignored.

Correcting Errors

Errors may be studied to determine the kinds that persist when the typing is held to a rate that is slower than the student's best speed. Errors usually multiply as soon as the teacher begins to talk about them and when the student begins to think about them. The intense effort to type without error often blocks the typing impulses through tension, and more errors will be made than when the students "just type." Students must learn control through relaxation and continuity without hurry.

Erasing can be taught in its natural setting when personal problems are being typed. Correct erasing includes two imperatives—(1) the movement of the carriage outside the left or right margin to place the word to be erased away from the center of the machine, and (2) the giving of a "mighty blow" when the erasing is completed.

Talk as little as possible about errors; encourage the students to think of ease and control and to type without hurry. Such terms as "continuity," "ease," "relaxation," and "quiet control" are action-impelling words and call forth a better response than the injunctions to "type more slowly" or "don't hurry." Accentuate the positive and eliminate the negative in directing student practice.

Developing Speed

Appropriate speed even at the temporary expense of accuracy is a legitimate first goal of the early lessons in typewriting. Research evidence, meager as it is, supports the theory of the development of speed first, even if this must be at the temporary expense of accuracy. Appropriate speed in stroking should be insisted upon from the beginning. Almost all students who have been taught to type with appropriate speed from the beginning can type a minimum of 8 to 10 words a minute on simple material as soon as the keyboard has been initiated. Drills should be directed so that students will explore new speed areas for short writing. The major dangers are the breakdown in basic techniques and the development of tension. When the tension is removed through changing the purpose of practice, the goal formerly sought is often gained.

It is desirable to set standards of expected speed as well as standards of expected control, these to be goals for stated numbers of periods of practice. Short writings under time are for the purpose of exploring new speed areas—for pointing out potential speed. These short writings are important in a skill-building program. Such short writings cannot be used as the basis for measurement. In fact, the least significant thing a student does in learning to type is to copy from the book without any

thought as to what the material means and without any necessity for checking for errors, inconsistencies, and meaning. Formerly, five- or ten-minute timed writings were given for the purpose of testing. The guidance value of these writings was generally overlooked. There is now a growing acceptance of the use of timed writings for the purpose of determining the guidance for practice that should be given the student.

The early use of problem-typing is recommended for the purpose of forcing students to pay attention to what they are typing, to think in terms of the meaning of the material that is typed. Because so few typists come up against the problem of typing paragraph material, straight-copy writings have come to be considered learning activities rather than measuring devices.

Production Typewriting

Appropriate standards of production must be established so that students may know that they are or are not making satisfactory progress in learning to type the kind of material that they will need to type in an office. The standards of performance established for beginning office workers may well be taken as the standards expected by the end of the final semester's work in typewriting; but these standards cannot be used for the medial measurement. Specifically, it has been established by surveys of business that the standards of performance listed below are the approximate standards for most offices that have adopted typing production standards for employment:

Approximate Standards

Hourly production of standard lines of 60 spaces:

Copying from printed copy.....	200 lines an hour
Copying from fairly legible written copy.....	175 lines an hour

Problem typing:

Addressing envelopes	150 per hour
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Fill-ins:

Addresses and salutations	100 per hour
Salutations only	225 per hour
Duplicate letters with envelope (20 lines in body)	10 per hour
Single-spaced stencils (8 x 11)	4 per hour
Typing from shorthand notes	6 letters per hour (average length 150- 175 words)

It is not the purpose of most secondary school courses in typewriting to develop specialized typists. Rather, the training is directed toward the goal of general competency in typing. For this reason, it is doubtful if schools should use the standards given above as minimum standards for passing the final semester's work. The better students should approximate these standards, however, and the class teaching should be directed toward building appropriately high standards of performance in production typing. Skill in doing straight-copy typing is worth while, of course, but a usable production rate is imperative. It is recommended that letters be typed under interval timing and portions of letters be used for intensive drill in order to raise the level of production. Students should be timed for fifteen to thirty minutes on addressing envelopes; typing simple rough drafts, tabulated reports of varying degrees of difficulty and complexity; typing stencils; and doing fill-in work. The

probable production rate of the student on each type of work can be established in relation to his known straight-copy skill.

It is important to expect much of the students—but not too much; and it is sensible to know what each student is capable of producing with his present typing skill. As proficiency in handling materials and in handling the typewriter grows, production ability will improve. Production typing needs to be taught. It does not come as an inevitable and automatic result of continued practice on drills and paragraphs or through taking timed writings to determine the new words per minute typed. Many of the procedures used for building straight-copy speed can be used effectively for building higher production skill. The intensive practice of difficult portions of a problem is recommended. Spurt speeds in typing easy portions of a problem will prove stimulating. Setting up patterns of motions in handling papers and in making corrections will speed up production. Most of all, the right mind-set for building higher production skill is important. Students must be led to see the worth of production typing—the necessity, in fact, of developing considerable skill in typing problems that call for far more than simple straight-copy skill. Once the worth of the work is established, the means for stimulating and guiding students in their practice to achieve appropriate standards of production must be used to the end that students will make maximum growth in typing power in the minimum time.

TYPEWRITING I

Outline of Content:

1. Foundation Techniques
 - a. Learning to type through
 - (1) Drills
 - (2) Skill building practice
 - (3) Continuity typing
 - (4) Timed writings
 - (5) Repetitive typing of words, sentences, and paragraphs
 - b. Learning to type figures through
 - (1) Drills
 - (2) Skill building practice
 - (3) Timed sentence writings
 - (4) Continuity typing
2. Building Speed and Control
 - a. Speed emphasis
 - (1) Spurt-speed typing
 - (2) Guided writing
 - (3) Simple dictation
 - (4) Continuity practice
 - (5) Timed writings
 - b. Typing for control
 - (1) Technique improvement
 - (2) Guided typing for a drop-back in rate
 - (3) Corrective practice
 - (4) Continuity practice
 - (5) Timed writings
3. Production Typing
 - a. Skill building
 - (1) Drills
 - (2) Speed maintenance
 - (3) Sustained typing
 - b. Related learning
 - (1) Technical English
 - Punctuation
 - Capitalization
 - Syllabification
 - How to express numbers
 - (2) Machine manipulation
 - (3) Characters not on the keyboard
 - (4) Proofreading
 - (5) Erasing and correcting errors
 - (6) Care of typewriter and how to change the ribbon
 - c. Problem typing
 - (1) Centering
 - (2) Simple business letter with carbon copies
 - (3) Addressing envelopes
 - (4) Folding and inserting letters into envelopes
 - (5) Simple rough drafts
 - (6) Simple tabulated reports
 - (7) Personal typing
 - Themes
 - Minutes of a meeting
 - Personal letter
 - Invitations, programs, menus
 - Outlines (Use of Roman and Arabic numerals, capital and small letters)
 - Composition at the typewriter

TYPEWRITING 2

Outline of Content:

1. Production Typing
 - a. Business letters
 - (1) Various styles used in typing problem letters
 - (2) Carbon copies (single and multiple)
 - (3) Envelopes
 - (4) Folding and inserting into envelope
 - (5) Rough drafts
 - (6) Form letters
 - (7) Two-page letters
 - (8) Short letters typed from dictation
 - b. Personal typing problems
 - (1) Letters
 - (2) Programs, notices, menus
 - (3) School paper
 - (4) Outlines
 - (5) Composition at the typewriter
 - (6) Rough drafts
 - c. Manuscript typing
 - (1) Booklets
 - (2) Manuscripts with footnotes
 - (3) Bibliographies
 - (4) Rough drafts
 - d. Tabulated reports
 - (1) Mathematical placement
 - (2) Judgment placement
 - (3) Backspacing—centering method
 - e. Miscellaneous forms
 - (1) Cards—index, postal
 - (2) Ruling on the typewriter
 - (3) Filling in ruled forms
 - (4) Telegrams
 - (5) Typing stencils
2. Skill Improvement
 - a. Speed emphasis
 - (1) Forced speed spurts
 - (2) Continuity practice
 - (3) Timed writings
 - (4) Dictation of words, sentences, paragraphs
 - b. Typing for control
 - (1) Recurring emphasis on improvement of basic techniques
 - (2) Continuity practice
 - (3) Guided writing for drop-back in rate
 - (4) Timed writings
 - c. Related learnings
 - (1) Technical English
 - (2) Organization of work materials and desk arrangement
 - (3) Care of typewriter
 - Function of all operative parts
 - Cleaning
 - Oiling
 - Changing the ribbon
 - Minor machine repairs

Note: Students are required to correct all correctible errors in production typewriting.

TYPEWRITING 3

Outline of Content:

1. Production Typing
 - a. Office communication problems
 - (1) Telegraphic services
 - (2) Business letters, emphasizing use of multiple carbons; letters with tabulated reports; two-page letters; letters with postscripts, etc.
 - (3) Interoffice correspondence
 - (4) Rough drafts
 - (5) Use of postal cards for messages
 - (6) Duplicated letters
 - (7) Letters made up of form paragraphs
 - (8) Addressing envelopes in quantity
 - (9) Chain feeding envelopes
 - (10) Use of window envelopes
 - b. Typing office forms
 - (1) Invoices
 - (2) Checks, credit memoranda, bills of lading, payroll forms
 - (3) Tabulated reports
 - (4) Itineraries
 - (5) Reports
 - c. Legal documents
 - (1) Wills
 - (2) Leases
 - (3) Contracts
 - (4) Mortgages
 - (5) Articles of agreement
 - (6) Specifications
 - (7) Affidavits
 - d. Office behavior pattern
 - (1) Personal habits
 - Promptness
 - Dependability
 - Resourcefulness
 - Neat appearance
 - Accurate speech

- (2) Work habits

Organization of desk and work materials

Proofreading

Following directions
2. Skill Improvement
- a. Speed emphasis

b. Typing for control
3. Work Experience

a. Applying for a position

(1) Letter of application

(2) Personal data record

(3) How to take an interview

b. Employment test

(1) Materials

(2) Standards

Standards:

It is an accepted principle in education that measurement must parallel teaching. Typing competency, therefore, cannot be measured by a single measuring instrument, such as the timed writing. In determining the semester mark, it is necessary to keep in mind the objectives sought and the total range of practice materials used. Straight-copy typewriting has its place in a measurement program, but it is of decreasing importance as the student grows in power to type office materials.

The suggested grading scales will have to be adapted to meet special conditions or situations. School grading scales can be substituted for the scales given here, but school standards should be set high enough to identify the outstanding students who will earn honor marks (A and B), and minimum standards should be low enough to take care of the slow learners who will earn the minimum passing grade.

The grading scale should not be used as a device to fail or to discourage first-semester students for whom the course in typewriting may have considerable personal-use value, but the standard of achievement in the first-semester work may well be the basis for guiding pupils into or out of further work in typewriting.

Desirable Minimum Standards for Typewriting 1

Grade Levels

Kind of Testing Material

A. Timed Writings:

Average of three best 5-minute writings

	A	B	C	D	F
Errors	0-2	3	4-5	6	7-more
CWPM*	40-more	35-39	30-34	25-29	0-24

NOTE: The mark for timed writings should be based on control plus speed.

Example: The average number of errors made on three tests is, say, 7; the average cwpm, 41; therefore, $7/41=F/A=C$.

Kind of Testing Material

B. Production Typing

1. Average of three best 5-minute writings on simple business letters

Errors	0-2	3	4-5	6	7
CWPM	30-more	25-29	20-24	15-19	0-14

2. Average of three best 5-minute writings on simple rough drafts

Errors	0-2	3	4-5	6	7
CWPM	16	14-15	12-13	10-11	9

NOTE: Instead of assigning marks for the number of errors made, it is recommended that the testing should follow classroom practice in the matter of erasing and correcting errors. If the practice of erasing and correcting errors is encouraged in production-typing practice, the same procedure should be used in marking the production tests, thus eliminating the scale for errors.

* Correct words per minute.

Desirable Minimum Standards for Typewriting 2*Grade Levels**Kind of Testing Material***A. Timed Writings:**

Average of three best 5-minute writings

Errors
NWPM†

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
0-1	2	3	4	5-more
45-more	40-44	35-39	30-34	0-29

B. Production Typing (15-minute timings for each type of production work to be measured)**1. Business letter with carbon copies and with envelopes addressed**Errors
NWPM

0-1	2	3	4	5-more
33	30-33	27-30	23-26	0-22

2. Simple Rough DraftsErrors
NWPM

18-more	16-17	14-15	12-13	0-11
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3. Simple Tabulated ReportsErrors
NWPM

15-more	13-14	11-12	9-12	0-8
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or

A. Timed Writings:

Average of three best 10-minute writings

Errors
NWPM

0-2	3-4	5-6	7	8-more
45-more	38-44	31-37	25-30	0-24

B. Production Typing (30-minute timings for each type of production work to be measured)**1. Business letter with carbon copies and envelopes addressed**Aver.*
Errors
NWPM

0-2	3-4	5-6	7	8-more
33-more	30-32	24-29	21-23	0-20

2. Simple Rough DraftsAver.
Errors
NWPM

0-2	3-4	5-6	7	8-more
18-more	16-17	14-15	11-13	0-10

3. Simple Tabulated ReportAver.
Errors
NWPM

0-2	3-4	5-6	7	8-more
15-more	13-14	11-12	8-10	0-7

† Net words per minute

* To determine average errors divide the total errors made for each production time of 30 minutes by 3.



CARE OF EQUIPMENT

Desirable Minimum Standards for Typewriting 3

<i>Kind of Testing Materials</i>	<i>Grade Levels</i>				
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
A. Timed Writings:					
Average of three best 10-minute writings	0-2	3-4	5-6	7	8-more
Errors NWPM†	50-more	45-49	40-44	35-39	0-34
B. Production Typing:					
(Thirty minutes for each type of production work to be measured)					
Average errors*	0-2	3-4	5-6	7	8-more
1. Business letters with carbons and envelopes addressed NWPM	36-more	33-35	30-32	25-29	0-24
2. Invoices and/or tabulated reports NWPM	13-more	11-12	10	8-9	0-7
3. Addressing envelopes NWPM	25-more	22-24	20-22	17-19	0-16

† Net words per minute

* To determine average errors divide the total errors made for each production time of 30 minutes by 3.

CHAPTER IX

SOURCE AIDS FOR THE BUSINESS TEACHER

THE SCHOOL LIBRARY AND BUSINESS EDUCATION

THE classroom teaching of business subjects can be enriched and vitalized through the use of the library. Pupils can use the library to secure information and ideas in the business program, to explore and discover new interests, and to solve certain personality problems and difficulties.

There are few subjects in business education wherein the pupil's attention should be focused exclusively on a single textbook. Too often the textbook is used as a sole source of instructional material. This does not mean that the well-organized text is to be discarded. Textbooks, properly used, offer valuable aids in giving continuity and organization to materials of instruction. Class projects and units in the textbook are needed to provide learning situations in which democratic procedures are used. Research has demonstrated that the effect on persons of living and working in a democratic situation is distinctly superior to the personal and social development which occurs in an authoritarian situation.

More reference materials, books, and magazines should be provided in the school library for business education. The success of teaching any social-business subject depends upon the school library resources. Business law, business economics, business English, consumer education, economic geography, general business, retailing, office practice, are all courses which require considerable reference material in the library. Even certain units dealing with the so-called skill subjects can be enriched with the use of the library.

The head of the business department and business teachers must take the responsibility for securing an allowance in the school budget for library needs in business education. The business teachers should work with the librarian in the selection of books and materials, and develop plans for their most advantageous use.

Many teachers give library reading assignments at the time textbook assignments are given. For certain units, books may be temporarily placed in the classroom. At all times the library assignments should be made to fit the individual's interest and need.

No attempt will be made to provide a list of books and materials for each subject. There are many catalogs suggesting reference lists for each course. Besides suggested lists for library purchase, a business teacher

can find book reviews and recommendations in the professional publications. A certain number should be purchased each year so that the library has the latest business and economic information. The following magazines are mentioned to suggest the types likely to be most useful as reference material for the business pupils: *Business Week*, *Nation's Business*, *Printer's Ink*, *Forbes*, *Time*, *Newsweek*, and *Fortune*.

Some of the usual general reference books which will be of value to the business teachers are unabridged dictionaries, encyclopedias, and books of synonyms. Specific reference books which will be useful are city directories, commercial atlases, and the *World Almanac*.

No matter how complete the school library may be, its value to the business department will depend upon the use made by the teacher in the instruction. Probably the most valuable materials and reference aids for instructional purposes are the business teacher's personal file of clippings and items gathered from agencies, business firms, and publications.

BUSINESS CLUBS IN THE SECONDARY SCHOOL

The business education club in the secondary school plays an important part in the development of a good business education student.

This club can be a local organization or it can be a chapter of the national organization, THE FUTURE BUSINESS LEADERS OF AMERICA. The following suggestions are made for those interested in becoming a part of the national organization, but can easily be used by those who find it advisable to be an independent organization.

THE FUTURE BUSINESS LEADERS OF AMERICA

I. WHAT IS THE F. B. L. A.?

1. It is the national organization for students of business education.
2. It is sponsored by UNITED BUSINESS EDUCATION ASSOCIATION, a Department of the National Education Association.

II. WHAT ARE ITS PURPOSES?

1. To develop competent, aggressive business leadership.
2. To strengthen the confidence of young men and women in themselves and their work.
3. To create more interest and understanding in the intelligent choice of business occupations.
4. To encourage members in the development of individual projects and in establishing themselves in business.
5. To encourage members to improve the home and the community.
6. To participate in worthy undertakings for the improvement of business and the community.

7. To develop character, train for useful citizenship, and to foster patriotism.
8. To participate in cooperative effort.
9. To encourage and practice thrift.
10. To encourage improvement in scholarship and promote school loyalty.
11. To provide and encourage the development of organized recreational activities.
12. To improve and establish standards for entrance into store and office occupations.

III. WHO MAY BECOME A MEMBER?

1. Any student who is taking a subject in the business education department is eligible for membership.
2. Scholarship should not be the only prerequisite for membership. Good attendance, willingness to work, cooperation, attitude, etc., should be taken into consideration.
3. There are three degrees of membership—helper, supervisor, leader—depending upon the student's efforts in regard to club activities.

IV. MEETINGS?

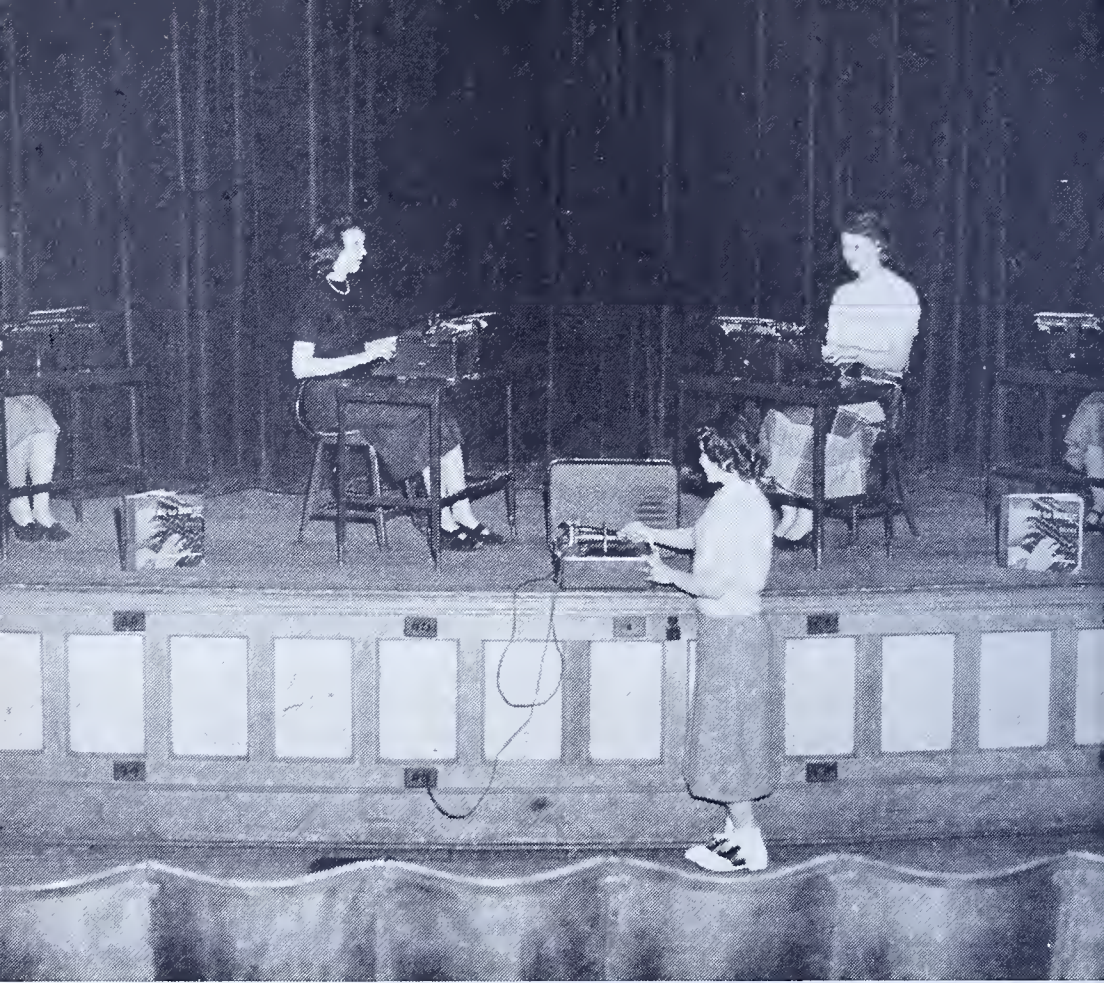
1. National and state conventions of THE FUTURE BUSINESS LEADERS OF AMERICA are held annually.
2. Local chapters may hold their meetings monthly or more often.

V. DUES?

1. Annual membership dues in the national organization have been fixed at 25 cents a semester for each member.
2. The dues of the chapter are fixed by the chapter.

VI. SUGGESTED ACTIVITIES:

1. Conduct follow-up studies of graduates to see what they are doing.
2. Undertake community studies to determine wherein the business education department can be improved to meet the needs of business.
3. Make studies to determine job possibilities for business education graduates.
4. Have meetings at which time businessmen discuss topics of interest to future business people (individual speakers or a forum).
5. Take field trips to local places of business.
6. Have representatives of business schools talk with the students concerning further training in business education.
7. Take students to visit colleges and business schools.
8. Show films that are available in business education.
9. Have the students write and present skits dealing with pertinent business education information.
10. Present prepared skits.



BUSINESS CLUB TYPING TO MUSIC

11. Have a businessman, the superintendent, or the principal come to the meetings and conduct interviews and give talks on business procedures.
12. Hold contests in the various skills.
13. Take the students on a day-long tour to a neighboring city to see points of interest, not necessarily related to business.
14. Have the club sponsor various drives and special observances, such as National Education Week.
15. Have the club undertake selling projects for the purpose of making money—selling pencils, athletic schedules, felt goods, leather goods, baked goods, etc.
16. Act as student secretaries.
17. Help maintain a placement bureau.
18. Hold a number of social events—covered-dish dinners, dances, initiations, farewell activities for the seniors, roller skating parties, movies.
19. Put on assembly programs to make the school conscious of the activities of the business education department.



BUSINESS CLUB RADIO BROADCAST

- VII. WHAT ARE SOME OF THE OUTCOMES OF A BUSINESS EDUCATION CLUB?
1. Promotes a better attitude on the part of the students.
 2. Gives the students an opportunity to develop leadership and cooperation.
 3. Helps the students better to understand business and the businessman.
 4. Gives the students an opportunity to display initiative.
 5. Makes the students realize the importance of the business education department.
 6. Permits the students and teachers to meet in an informal situation.
 7. Helps develop desirable social qualities.
 8. Makes the teacher more alert and aware of his responsibilities to the students, the businessmen, and the community.
 9. Aids the school as a whole if a worthy school project is carried on.
 10. Aids the community if a community project is undertaken.
 11. Attracts businessmen to the school.

For further information, write Hollis P. Guy, National Executive Secretary, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

TESTS IN BUSINESS EDUCATION

An activity of great concern to the business teachers is the testing and evaluation of pupil progress. Efficient teaching demands a carefully planned testing program extending throughout any subject's instructional program. Proper testing means the selection or preparation of a test devised to measure a specific thing, the correct use of the test, and careful scoring, plus competent evaluation of the results.

Frequently textbooks in business subjects are accompanied by complete sets of objective tests. There are situations, however, in which these textbook tests should be supplemented with questions and problems devised by the teacher. The teacher of business subjects needs to be particularly skillful in the construction of tests which measure pupil progress. Tests in business subjects which merely measure information or memorization of facts are of doubtful value. The best test is one which measures the ability to apply knowledges and skills learned to actual or nearly actual job situations. Tests which measure in varying periods of time performance and output, as required in the office or store, are real measurements for the business teacher to use in the classroom.

There are a number of bibliographies of testing materials available for the use of the business teacher. No attempt will be made to list the printed tests by textbook publishers to accompany their textbooks. A partial list of tests available for use in business education classes is provided below:

Aptitude Tests

1. *Clerical Aptitude Tests*—Acorn Publishing Company, Rockville Center, New York. 1943.
2. *Clerical Perception Test*—Educational Test Bureau, Educational Publishers, Inc., 720 Washington Avenue, S. E., Minneapolis 14, Minnesota. 1946.
3. *Detroit Clerical Aptitudes Examination*—Public School Publishing Company, Bloomington, Illinois. 1937.
4. *Detroit Retail Selling Inventory*—Public School Publishing Company, Bloomington, Illinois. 1940.
5. *Ediphone Voice Writing Qualifying Test*—Thomas A. Edison, Inc., West Orange, New Jersey. 1938.
6. *I. E. R. General Clerical Test*—Institute of Educational Research, Division of Psychology, Teachers College, Columbia University, New York City.
7. *General Clerical Test*—Psychological Corporation, 522 Fifth Avenue, New York 18, New York.
8. *Inventory of Vocational Interests*—Acorn Publishing Company, Rockville Center, New York. 1943.
9. *Mental Alertness Test VI*—Psychological Corporation, 522 Fifth Avenue, New York City.
10. *Minnesota Vocational Test for Clerical Workers*—Psychological Corporation, 522 Fifth Avenue, New York City. 1933 Manual, revised. 1946.
11. *O'Rourke Clerical Aptitude Tests, Junior Grade, Clerical Problems, Form A*—Psychological Corporation, 522 Fifth Avenue, New York City. 1926.
12. *O'Rourke Clerical Aptitude Test, Junior Grade (Reasoning Test), Form A*—Psychological Corporation, 522 Fifth Avenue, New York City. 1936.

13. *Primary Business Interest Tests*—Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois. 1942.
14. *Prognostic Test of Letter-Writing Ability*—Ralph R. Rice. 291 Lester Ave., Oakland, California.
15. *SRA Classification Form (Form AH)*, by Thurstone and Thurstone—Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois. 1946.
16. *SRA Clerical Aptitude Tests*—Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois. 1948.
17. *Stenographic Aptitude Tests*—The Psychological Corporation, 522 Fifth Avenue, New York City. 1939.
18. *Stenographic Aptitude Test*—Test Service Division, Science Research Associates, 1700 Prairie Avenue, Chicago, Illinois. 1944.
19. *Survey of Working Speed and Accuracy*—by Floyd Ruch—California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California.
20. *The Hoke Prognostic Test of Stenographic Ability*—Gregg Publishing Co., Chicago, Illinois.
21. *Turse Shorthand Aptitude Test*—World Book Company, Yonkers-on-Hudson, New York. 1940.
22. *Vocational Inventory Test*—(High School or College Form) Educational Test Bureau, Inc., 720 Washington Avenue, S. E., Minneapolis, Minnesota.

Achievement or Subject Matter Tests and Ability or Performance Tests

1. *Bisbee Junior and Senior Shorthand Tests*—Public School Publishing Company, 509 North East Street, Bloomington, Illinois.
2. *Blackstone Stenographic Proficiency Tests, Forms A, B, C, D, E*—World Book Company, Yonkers-on-Hudson, 5, New York.
3. *Breidenbaugh Bookkeeping Tests*—Public School Publishing Company, 509 N. East Street, Bloomington, Illinois.
4. *Clem Junior and Senior Typewriting Tests*—Public School Publishing Company, 509 North East Street, Bloomington, Illinois.
5. *Kimberly-Clark Typing Ability Analysis*—Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois. 1942.
6. *Elwell-Fowlkes Bookkeeping Test*, by Fayette H. Elwell and John Guy Gowlkee. Yonkers, New York: World Book Company, 1929.
7. *Thompson Business Practice Test*, by James M. Thompson. Yonkers, New York: World Book Company, 1937.
8. *Turse-Durost Shorthand Achievement Test*, by Paul L. Turse and Walter N. Durost. Yonkers, New York: World Book Company, 1941.
9. *Test for Ability to Sell*. F. A. Moss, H. Wyle, W. Loman, and W. Middleton. Center for Psychological Service, George Washington University Series.
10. *Student's Typewriting Tests*—United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
11. *National Business Entrance Tests*—An annual testing program operated by a Joint Committee Representing the National Office Management Association and the United Business Education Association. All testees are required to take the Business Fundamentals and General Information Test. A testee may take one or more of the skill tests (Bookkeeping, Stenography, Typing, and Machine Calculation). Many of these tests are used as employment examinations by business firms. Full information about the testing program may be obtained by writing to Joint Committee on Tests, 12 E. Cheltenham Avenue, Philadelphia 44, Pennsylvania.

The 1948 tests as listed below are available to schools for practice purposes.

Bookkeeping
General Clerical (Including Filing)
Machine Calculation

Stenography
Typing

PROFESSIONAL GROWTH OF THE TEACHER

Teachers of business education need to be professionally alert if they are to have instructional programs which meet the needs of pupils and the business world. There are many ways in which the business teacher can improve his professional knowledge and teaching results. The following activities are suggested: professional organizations, professional reading, graduate study, business experience, and community contacts.

Professional Organizations

It may not be possible for the teacher to have membership in all the business education associations available today; it is believed, however, that every teacher should be an active member of the state group and the national association.

The Pennsylvania Business Educators' Association is the organization for all business teachers of this Commonwealth. PBEA publishes and issues to its members the *PBEA NEWS*. This organization sponsors local meetings several times a year for each area where there is a concentration of business teachers. State meetings are held in both eastern and western parts of the State each year.

The national organization, which all Pennsylvania business teachers should join, is the United Business Education Association, a department of the National Education Association. The official publication of the national organization is the *UBEA FORUM*. This professional body can do much to promote business education nationally if it receives the support of all teachers.

Regional associations which have outstanding professional meetings are Tri-State Business Education Association, Eastern Business Teachers Association, and National Business Teachers Association. The convention programs and publications of these organizations offer many excellent suggestions and much helpful material to the teacher.

Professional Reading

The professional reading of the business teacher should include the business educational magazines and yearbooks, professional books, magazines and literature of the business world, and books and material on general education. Financial sections of the newspaper, house organs of business firms, government pamphlets, and chamber of commerce bulletins will add to one's professional knowledge and growth.

Advanced Graduate Study

Teachers of business education should avail themselves of opportunities for graduate study, looking toward advanced degrees. Fortunately for Pennsylvania teachers, there are nationally recognized graduate schools giving the master's degree and doctorate degree in business education in several of the Commonwealth's institutions of higher learning. These graduate schools will be glad to furnish information as to courses offered and degrees conferred. Through graduate study the business teacher can further his knowledge, be in contact with the leaders in the field, keep abreast of the newer techniques and procedures, and broaden his viewpoint of business education and life.

Business Experience

Many of our N. O. M. A. chapters will help the business teacher find employment during the summer months in business offices and stores. Through actual business experience, the teacher will see the problems of the business world and get first-hand information as to requirements and procedures of present-day business. A teacher who has had business experience can make the instruction in the classroom more meaningful to the pupil. Classrooms will tend to have a businesslike atmosphere and provide the incentive for learning. Contacts can be made so that planned visits by classes to offices and stores are encouraged. Businessmen will be conscious of the problems in the classroom and help to solve them. There is no better way of improving business education than through this cooperation of business and school.

Community Contacts

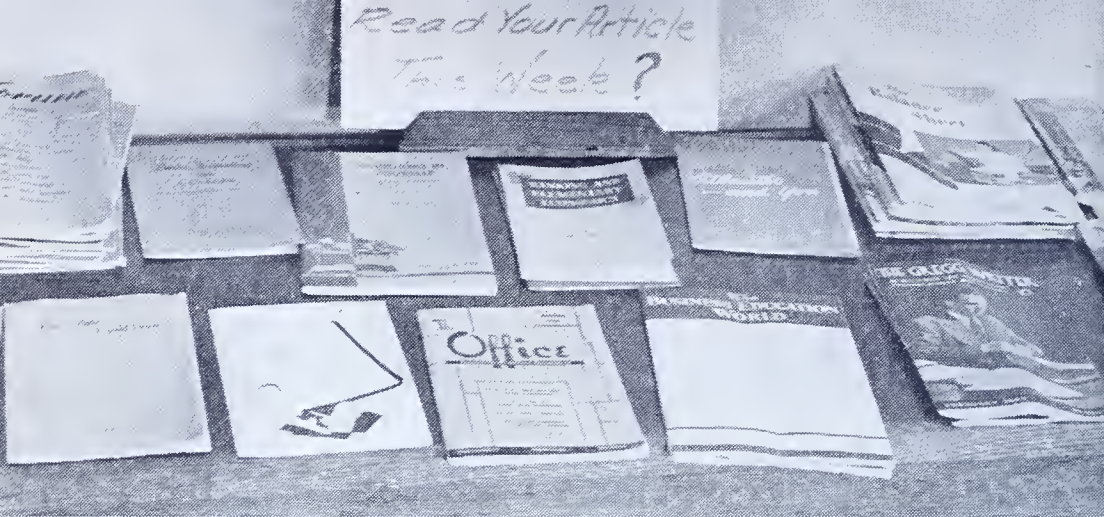
Such organizations as the Kiwanis Club, Lions Club, Rotary Club, National Secretaries Association, N. O. M. A., and Business and Professional Women's Club have much to offer the business teacher in the way of contacts for placement, local business information, and social activities. Visits should be made to the stores, offices, and industrial plants to study the duties and training needed for the various positions. Schools should provide time in the schedule for the head of the business education department to be free to attend service club meetings and make contact with the business world.

YOUR PROFESSIONAL READING

No learning ever takes place unless an individual wants to learn. As a successful and efficient teacher, you should always be on the lookout for material that will help you present a subject to a group of young people who may not have the "burning desire" to learn.

Professional magazines, yearbooks of associations, professional books and monographs, and government publications contain tested ideas, hopeful theories, and exact research data that you can use to supplement or revise your own thinking. The expense involved in securing these items and the time required to read and digest the information will repay you many times over in better teaching results. There follow a few concrete results or values to be secured from professional reading:

1. The trends in the entire field of business education and particular trends in your specific teaching area or subject are important for you, as a superior teacher, to know and to understand. To avoid restricting your reading to the particular subject or subjects you teach, you should read what is being done in the other areas of business education. Try to keep in mind that each teacher has the responsibility to aid the pupil to be a better citizen, and, when



PROFESSIONAL READING IMPROVES TEACHING

he narrows his interests and activities, he is on the road to stagnation. Be aware of the entire field of business education. Keep alert.

2. New methods of teaching your particular subject always merit your attention and sometimes your trial. If new methods are reported with evidence available to support them, then you will do well to give them your serious attention and thought. Perhaps the principles outlined in an article may not exactly fit your present teaching situation; yet it might be that a few changes in the new procedure will enable you to use the material to advantage in your classes.
3. Textbooks, workbooks, tests, practice material and professional reference books are advertised in the various professional magazines. Make it a habit to scan the advertisements in each magazine you see; find out if sample copies may be secured and retained. Publishing companies will advertise a new text in the house organ and in other professional magazines. Do not be misled by glib tongues of salesmen or flowery words in advertisements. Know your situation, decide what you need to achieve your objectives, then select materials that meet your specifications. Prepare the recommendation carefully for submission to the principal or other designated individual.

A word of caution at this point. Do not accept an article without due consideration of its authorship, its sound basic philosophy, and its supporting evidence. But remember, the author is writing about *his* experience or *his* classes—he has never been in *your* town or seen *your* students. Read and digest! Think! Then come to a decision by answering the question: Does this material have value for me in my teaching? If your answer is an emphatic and an unhesitating yes, then your next step is to determine when and how it will fit your scheme of things. If your answer is a hesitant no, then you want to decide how to alter the material to fit your needs. If your answer is an emphatic no, then forget the article.

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- Tonne, Herbert A., *Principles of Business Education*, New York: Gregg Publishing Company, 1947.

PROFESSIONAL PERIODICALS FOR THE BUSINESS TEACHER

- American Business Education*. Published by Joint Publication Committee of EBTA and NBTA, 71 Beech Street, East Orange, New Jersey.
- The Balance Sheet*. South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio. Free.
- Business Education Outlook*. Ginn and Co., Box N, Back Bay Station, Boston, Mass. Free.
- Business Education World*. Gregg Publishing Co., 270 Madison Avenue, New York 16, New York.
- Dictaphone Educational Forum*. Educational Division, Dictaphone Corp., 420 Lexington Ave., New York 17. Free.
- Ediphone Educator*. Department of Educational Training, Thomas A. Edison Co., Box 543, West Orange, New Jersey. Free.
- Education Digest*. The Education Digest, 330 South State St., Ann Arbor, Michigan.
- Gregg News Letter*. Gregg Publishing Co., 270 Madison Ave., New York 16, New York. Free.
- The Gregg Writer*. Gregg Publishing Company, 270 Madison Ave., New York 16, New York.
- Journal of Business Education*. Robert C. Trethaway, 34 N. Crystal St., East Stroudsburg, Pa.
- NEA Journal*. National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.
- Thomas Shorthand Teacher*. Prentice-Hall, Inc., 70 Fifth Ave., New York, N. Y. Free.
- Tri-State Educator*. Tri-State Business Education Association.
- UBEA Forum*. United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

BUSINESS EDUCATION YEARBOOKS

The Eastern Business Teachers Association (formerly ECTA) has published yearbooks from 1928 to 1943. The National Business Teachers Association (formerly called National Commercial Teachers Federation) has published yearbooks from 1935 to 1943. In 1944 these two associations began to prepare a joint yearbook under the title of the *American Business Education Yearbook*. The Commercial Education Association of the city of New York and vicinity has issued yearbooks since 1930.

The yearbooks since 1935 for these associations are as follows:

EASTERN BUSINESS TEACHERS ASSOCIATION

<i>Yearbook</i>	<i>Date</i>	<i>Title</i>
Eighth	1935	Problems of the Business Teacher
Ninth	1936	Guidance in Business Education
Tenth	1937	Measuring for Vocational Ability in the Field of Business Education
Eleventh	1938	Modernizing Business Education
Twelfth	1939	The Improvement of Classroom Teaching in Business Education
Thirteenth	1940	The Contribution of Business Education to Youth Adjustment
Fourteenth	1941	Business Education for Tomorrow
Fifteenth	1942	Unit Planning in Business Education
Sixteenth	1943	Wartime Problems in Business Education

NATIONAL BUSINESS TEACHERS ASSOCIATION

First	1935	The Personal Equation in Business Education
Second	1936	Lesson Plans and Teaching Techniques
Third	1937	Tested Teaching Procedures
Fourth	1938	Factors of Learning and Teaching Techniques
Fifth	1939	Indices of Good Teaching
Sixth	1940	The Business Curriculum
Seventh	1941	Problems and Issues in Business Education
Eighth	1942	Principles of Business Education
Ninth	1943	Effective Business Education

AMERICAN BUSINESS EDUCATION

Vol. I	1944	Community Cooperation in Business Education
Vol. II	1945	Improved Learning and Achievement in Business Education
Vol. III	1946	Appraising Business Education
Vol. IV	1947	The Business Curriculum
Vol. V	1948	Layout Equipment and Supplies for Business Departments
Vol. VI	1949	General Business Education

COMMERCIAL EDUCATION ASSOCIATION OF THE CITY OF NEW YORK AND VICINITY

<i>Yearbook</i>	<i>Date</i>	<i>Title</i>
Sixth	1935-36	Objective Teaching Devices in Business Education
Seventh	1936-37	Improvements in the Teaching of Commercial Subjects Through Correlation
Eighth	1937-38	Summary of Research of Commercial Education
Ninth	1938-39	Highlights of Commercial Education
Tenth	1939-40	Pupil Participation
Eleventh	1940-41	Business and Business Education
Twelfth	1941-42	Adjusting Business Education to War Needs
Thirteenth	1942-43	Extending the Business Curriculum in World War II
Fourteenth	1943-44	Basic Business Education for All
Fifteenth	1944-45	Business Education in Transition
Sixteenth	1945-46	Business Education Including World Cooperation
Seventeenth	1946-47	Enrichment in Teaching Business Education

BUSINESS EDUCATION MONOGRAPHS

The South-Western Publishing Company has published at intervals monographs on business education topics. Some of these are sent free to teachers; others are available for a small sum; the material they contain is valuable. The following partial list of titles will give you an indication of what may be secured. Some are out of print and not available from the company but may be borrowed from a university library.

- 23—Challenges to Commercial Education
- 24—Business Education and the Consumer
- 25—History of Business Education in the United States
- 26—A Project in Commercial Curriculum Construction
- 27—Retailing and Marketing Occupations
- 28—A History of Bookkeeping Instruction in the United States
- 29—Ways to Teach Bookkeeping and Accounting
- 30—Practical Cooperative Training in Commercial Education
- 31—A Symposium on Socio-Business Education
- 32—A Commercial Curriculum for Postgraduates
- 33—Job Opportunity Survey
- 34—Selling Commercial Education
- 35—The Contribution of Bookkeeping Instruction to Modern Civilization
- 36—Methods of Teaching Typewriting
- 37—The Commercial Curriculum
- 38—Making the Community Conscious of the Commercial Department
- 39—Organization for Commercial Education in the Public Senior High Schools of Michigan
- 40—The Relation of Business Education to General Business
- 41—The High School Senior—His Reaction to the Program of Studies
- 42—Bibliography of Tests and Testing in Business Subjects
- 43—Methods of Teaching Commercial Subjects
- 44—Classified Bibliography of Articles in *The Balance Sheet*—1927-1939
- 45—Your First Year of Teaching
- 46—A Survey of Needs and Trends in Bookkeeping
- 47—A History of High School Bookkeeping Objectives

- 48—Fundamental Issues in Business Education
- 49—Distributive Education
- 50—Sources of Supplementary Materials for Courses in Consumer Education
- 51—The Status and Future of Consumer Education
- 52—Business Plays and Mock Trials
- 53—Public Relations and Business Education
- 54—A Study of Business Education in Two Major Cities
- 55—The Business Curriculum
- 56—Business Education for National Offense
- 57—Effective Transcription Procedures
- 58—The Community Survey
- 59—Wartime Suggestions for Business Teachers
- 60—Educational and Occupational Follow-up Study
- 61—A Distributive Education Program for Variety Stores
- 62—Specific Teaching Methods for Bookkeeping and Accounting
- 63—Improved Methods of Teaching the Business Subjects
- 64—Methods of Teaching Consumer Education
- 65—Blueprint for Business Education
- 66—Auditory and Visual Aids in Business Education
- 67—Personality Development for Business Girls
- 68—The Organization and Operation of Clerical Practice Laboratory
- 69—A Handbook for Business Education in the Small High School
- 70—Vocational Office Training
- 71—Methods of Teaching Typewriting
- 72—Trends of Thought in Business Education

PUBLISHERS OF BUSINESS TEXTBOOKS

- Allyn and Bacon*, 11 East 36th Street, New York 16, New York.
American Book Company, 88 Lexington Avenue, New York 16, New York.
D. Appleton-Century Company, Inc., 35 West 32nd Street, New York.
Ginn and Company, Statler Building, Boston 17, Massachusetts
The Gregg Publishing Company, 270 Madison Avenue, New York 16, New York.
Charles R. Hadley Company, Hadley Building, Atlanta, Georgia.
Harper and Brothers, 49 East 33rd Street, New York 16, New York.
D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts.
Henry Holt and Company, 257 Fourth Avenue, New York, New York.
Houghton Mifflin Company, 432 Fourth Avenue, New York 16, New York.
J. B. Lippincott Company, 521 Fifth Avenue, New York, New York.
Longmans, Green and Company, Inc., 55 Fifth Avenue, New York 3, New York.
Lyons and Carnahan, 76 Ninth Avenue, New York, New York.
The Macmillan Company, 60 Fifth Avenue, New York 11, New York.
McGraw-Hill Book Company, 330 West 42nd Street, New York 18, New York.
Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, New York.
The H. M. Rowe Company, 624 North Gilmer Street, Baltimore 17, Maryland.
Science Research Associates, Inc., 228 S. Wabash Avenue, Chicago 4, Illinois.
Silver Burdett Company, 45 East Seventeenth Street, New York 3, New York.
South-Western Publishing Company, 201 West Fourth Street, Cincinnati 2, Ohio.
The John C. Winston Company, Winston Building, 1006-1022 Arch Street, Philadelphia, Pennsylvania.
World Book Company, 313 Park Hill Avenue, Yonkers-on-Hudson 5, New York.

